

Keresforth Primary School

Year 6

	Autumn Term	Spring Term		Summer Term
	1&2 First 2 weeks – Class name WW2	3 Coal Mining in the Barnsley area (Huskar Pit disaster 1838)	4&5 Mountains and rivers	6 Earthquakes, Zones and Volcanoes
History	• Learn when were the key dates in the war and to place them in chronological order • Research the Blitz and how did people in Britain cope with it • Understand what was it like being a child in the war • To understand the need for evacuation. Find out if any evacuees came to our school • To understand the effects of the air raids. • To understand how family life changed • To know where World War 2 took place. Use maps, atlases, globes and digital/computer mapping to locate countries. • To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. • To explain how events from the past have helped shape our lives. • To research two versions of an event and say how they differ. • To research what it was like for children in a given period from the past and use	• Research the event of Huskar Pit disaster in 1838 • Understand what mining was like for adults and children during that time • Understand the working conditions • Find out the impact that the disaster had and, on our lives, today • Research the miner's strikes between 1984-1985 focusing on the fear of unemployment,		

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	photographs and illustrations to present their findings. English – recount – diary entry day in the life of a soldier, letter – writing a letter home or to someone fighting in the war, persuasive – persuading men to go to war. Maths – money – budgeting and rationing, number -code breaking.	loss of community and way of life Research the impact of the miner’s strike. Maths – time lines and placing events in date order, – money – budgeting and rationing. English – reports about the disaster and strikes, diary entry role of miner, letter writing in role of a miner, explanation of a coal mine.		
Geography			-To understand the formation and the features of a river. -to follow the journey of a river to the sea (the River Don) and locate on maps. Link back to Sheffield. -understand the role of the water cycle -understand the importance of rivers in settlements, travel and farming -locate the highest peaks, identify ranges and research them -research life in the mountains – Kumaon region of India and learn about life of a Kumoan child -understand the effect of the railway on coastal communities	- Investigate patterns of earthquakes, mountains and volcanoes - Explore different climatic and vegetation zones of the world

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				-use primary and secondary sources to research the impact of flooding. Maths- timing journeys, measuring, ordering heights of peaks. English- poetry linking to specific mountains and rivers, recount daily life of a child from the mountains researched, explanation of how rivers work.	• Find out about where natural resources are found • Explore how countries are linked through their use of natural resources • Discover the ring of fire • Name and locate using maps, globes, atlases the countries where volcanoes, mountains and where earthquakes are most likely to occur and why.
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					Maths- Measure Richter scales, using scale measurements Enlarging of scales English- Newspaper reports, diary entries, Non- chronological reports, explanations of how they work
Science	Animals including Humans - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are	Electricity - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the	Evolution and Inheritance - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are	Living Things and their Habitats - Describe how living things are classed into broad groups according to common, observable characteristics and based on similarities and differences including micro-organisms and plant and animals. - Give reasons for classifying plants and animals	Light - Recognise that light appears to travel in straight lines. - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

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	transported within animals, including humans. English – Persuasive piece to convince people to live a healthy lifestyle. Non-chronological report about the circulatory system. Newspaper report about the effects of drugs and alcohol on someone. Maths – Percentages to be healthy – diet/exercise/drugs/lifestyle. Tally chart of how much nutrients they have in a week – transfer to a graph/pie chart. Percentages – how much nutrition/diet/exercise in percentages is needed to be healthy.	on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. English – Biography of Nikola Tesla Poetry about electricity. Create an electrical invention. Poster on what we use electricity for. Maths – Graph to compare number and voltage of cells compared to brightness of bulb/loudness of buzzer. Converting measurements – voltage/brightness.	adapted to suit their environment in different ways and that adaptation may lead to evolution. English – Biography of an archaeologist. Narrative about living things from millions of years ago. Fact-file about the similarities/differences between offspring and their parents. Non-chronological report about an animal. Description of a fictional animal/plant – how has it evolved over time? Maths – Venn/Carroll diagram to compare adults and their offspring. Interpret information in diagrams/tables. Table – animals which live in different environments.	based on specific characteristics. English – non-chronological report about plants/animals. Design your own animal/plant – write a fact file/story about it. Maths – Venn/Carroll diagram to sort animals into different categories.	English – Narrative about light and shadow. Explanation of the dangers of sunlight. Poetry based on light and shadow. Maths – Measurements – length of shadows. Venn diagram of objects which let light through/do not let light through/ let some light through. Angles – when light reflects off a surface. Graph/line graph – time of day/length of shadow.	
Art	<u>Art and Design Skills:</u> To improve their mastery of Art	N/A - DT focus	<u>Make my voice heard:</u> Pupils should be taught to develop	N/A - DT focus	<u>Photography:</u> Become proficient in drawing, painting,	N/A - DT focus

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	and design techniques, including: drawing, painting and sculpture with a range of materials. • Evaluate and analyse creative works using the language of art, craft and design. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Maths – Measurements, shapes, patterns, problem solving. Recording data about different textures. English – Write a non-chronological report about different sculptures.		their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history. Maths – Record data about colours and how they evoke different emotions. Mixing a wide range of colours. English –		sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • To improve their mastery of art and design techniques. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <u>Still life:</u> • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of	
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			Create a persuasive advertisement to encourage someone to buy their creation at an art gallery.		different kinds of art, craft and design. • Use the sketchbook to make observations and preparatory drawings. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and	
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					design technique of a painting. Maths – Measurements, shape and problem solving. Patterns. Working with different scales. English – Research a range of different textile artists and their impact on current art work.	
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DT	N/A - Art focus	DT [Cooking and nutrition] Year 6: Come dine with me. • Using recipes from books or websites. • Working with food hygienically and safely. • Working to a time scale. • Tasting and evaluating their own food. • Understanding risks of meat or fish when not cooked or stored properly. • Understanding safe storage of fish/meat. Maths- Measurements and problem solving. Working within a time scale. Following a recipe. English –	N/A - Art focus	DT [Mechanisms] Year 6: Automata Toys. • Experimenting with cams to make suitable design decisions. • Measuring, marking and cutting woodwork accurately. • Selecting appropriate equipment. • Assembling components accurately. • Checking accuracy of work. • Naming types of cam. • Knowing how cams impacts follower movements. Maths – Measurements and problem solving.	N/A - Art focus	DT [Structures] Year 6: Playgrounds (Creating playground rides for the younger children in school.) • Establishing and using a design criteria to help focus and evaluate their work. • Using increasingly more demanding practical skills. • Selecting materials for their aesthetic and functional purposes. • Make, strengthen and stiffen a range of structures.
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		Creating their own recipe. Evaluating and peer assessing other recipes and food.		Sorting and using appropriate tools and materials. Shapes. English – Writing instructions on how to create their product. Evaluating their product.		• Exploring existing playground structures. • Applying knowledge of construction techniques to realise design ideas. • Stabilising more complex structures using bracing. Maths: Shape, measurements and problem solving. Researching different structures and their shapes. English – Research different playground structures.
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Music	Year 6 – Advanced Rhythms Repeat rhythms accurately. Successfully participate in rhythm games. Feel the pulse while participating in activities, e.g. singing or chanting. Notate rhythms accurately. Clap the rhythm at the same time as chanting the words. Choose rhythmic elements that add up to 8 counts. Perform compositions demonstrating a good sense of pulse. Perform their compositions securely with their partners. Maths – Counting in bars of music. Counting notes. English – Researching WW2.	Year 6 – Dynamics, pitch and texture (Coast – Fingal’s cave) Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture. Maths – Counting in bars of music. Counting notation. English – Writing instructions. Writing evaluations.	Year 6 – Historical songs (World War 2) Use musical and comparative language in discussion. Answer questions accurately. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line. Maths – Counting in bars of music. Counting notation. English – Writing a descriptive piece of imagery to accompany the music.	Year 6 – Film music Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms ‘major’ and ‘minor’. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.	Year 6 – Theme and variation (Pop Art) Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations. Showcase creativity in the finished product.	Year 6 – Composing and performing a leavers song Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation.
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	Writing a Non-chronological report about WW2.			Maths – Counting in bars of music. Counting notation. English – Non-chronological report about a Pop artist. Evaluating Pop Art music.	Maths – Counting in bars of music. Counting notation. Data collection. English – Writing evaluations and film reviews.	Perform the leavers' song with confidence. Maths – Counting in bars of music. Counting notation English – Writing lyrics. Evaluations.
P.E	<u>Fundamental Movement Skills</u> 1.Roll and kick a ball to a partner in different ways. 2. Chase a ball and stop it in different ways. 3. Play 'Levelling The Playing Field'. 4. Catch alternate balls thrown at a wall in different ways. 5. React to a thrown ball and catch it after one bounce. 6. Play 'Knockouts'. <u>Netball & Football</u> 1.Understand and carry out various	<u>Fundamental Movement Skills</u> 1.Move the ball with control in different ways. 2. React quickly to where the ball goes. 3. Compete with others in a fair way (Top Court). 4. Play a new version of 'End Ball'. To control the ball with our hands, close to our bodies. 5. React quickly to where the ball goes and to help a partner improve their reaction skills.	<u>Gymnastics</u> 1.Perform a variety of jumps with soft, balanced landings. Perform a variety of movements and skills with good body tension. 2. Perform more complex jumps with soft, balanced landings. Perform a range of skills fluently and accurately in practice situations. 3. Perform jumps with accurate shapes and with soft, balanced landings. Perform a variety of skills consistently and effectively in challenging or competitive situations.	<u>Fundamental Movement Skills</u> 1.Play 'Seated Volleyball'. Balance in a seated position whilst attempting various challenges. Change tactics, rules or tasks to make activities more fun or more challenging. 2. Play 'Seated Volleyball' adding specific tactics. Maintain a back support position whilst attempting various challenges. Respond imaginatively to different situations.	<u>Outdoor Adventurous Activities</u> 1. Work effectively in pairs and small groups. Explain how to improve what we do for next time. 2. Communicate effectively with a partner to guide them around an area safely. Build the trust of a partner by behaving appropriately. 3. Plan effectively. Understanding how we can improve what we do for next time. 4. Navigate around an area using a map. Orientate a map effectively.	<u>Athletics</u> 1. Accelerate from a variety of static positions. 2. Hop and jump for distance. 3. Throw the Foam Javelin as far as you can. 4. Sprint over and between obstacles using consistent stride lengths. 5. Perform the push throw to a target. 6. Sustain running at a constant pace. <u>Cricket Skills</u>

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passes involved in the game. Identify some of the basic rules of netball. 2. Understand the footwork rule in netball. Use the correct footwork and pivoting in a game situation. 3. Get free from a defender. Reflect on and improve your technique. Apply this in a game situation. 4. Defend our area. Understand the different things you can defend. 5. Dribble to ball with control in a variety of situations. Dribble the ball and keep it away from a defender. Apply this to a mini game. 6. Pass and receive the ball over a variety of distances.	6. Compete with others in a fair way (Round Robin). Dance 1. Understand what the Haka dance is. Perform the opening moves of the Haka. 2. To give feedback to other pairs on the opening part of the Haka. 3. Develop other rugby moves through dance (Scrum, Ruck, Maul). Add the game section to the haka in large groups. 4. Demonstrate part of a rugby game through freeze framing as a pair. Add the freeze framing section to the haka and game section in large groups. 5. Add passing and kicking actions to our Haka. 6. Perfect and perform our Haka in pairs or small groups.	4. Perform jumps with soft balanced landings using the apparatus. Perform a variety of movements and skills with good body tension. 5. Perform jumps along the apparatus with soft balanced landings. Perform a range of skills fluently and accurately in practice situations. 6. Perform jumps with soft balanced landings to produce a sequence, using the apparatus. Perform a variety of skills consistently and effectively in challenging or competitive situations. Fundamental Movement Skills 1. Balance on a bean and catch a ball thrown at different heights. Describe the basic components of fitness. 2. Move with fluency and control in a variety of ways. Record and monitor how hard we are working.	3. Play 'Seated Volleyball' as part of a competition. Effectively disguise what I am about to do next in a game. 4. Play 'Scorpion Handball'. Balance in a seated position whilst attempting various challenges. Change tactics, rules or tasks to make activities more fun or more challenging. 5. Play 'Scorpion Handball' adding specific tactics. Maintain a back support position whilst attempting various challenges. Respond imaginatively to different situations. 6. Play 'Scorpion Handball' as part of a competition. Effectively disguise what I am about to do next in a game.	5. Navigate around an area using the points of a compass for direction. Follow instructions carefully. 6. Hit the ball back to our partner using the forehand shot. Rally the ball with a partner. Tennis 1. Hit the ball back to our partner using the backhand shot. Rally the ball with a partner. 2. Hit the ball back to our partner using a volley. Rally the ball with a partner using the most appropriate shot we've learnt so far. Maths - Reciting numbers for points scored. Counting on and counting back. Understanding fractions.	1. Bowl the ball overarm. 2. Batt the ball using the straight drive. 3. Set up a simple cricket game in groups of 8. 4. Set up a game of Kwik Cricket in groups of 8. Maths - Measuring distances. Using stop watches. Adding and combining a number of actions to perform a pattern. Estimating length. Estimating time. Considering direction of travel. Responding to instructions involving space.
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	Pass the ball and keep it away from the defending team. Apply this to a mini game. 7. Compete in some mini games. Play fairly with other people. Maths - Measuring different distances Responding to direction of travel Counting out equipment Organising area to work in Organising group of different amounts Mirroring and reflecting a partners balance English – Writing rules for their own games. Describing own and others movements and movement patterns. Making comparisons.	Give feedback to others to help them improve. Maths - Exploring shapes. Understanding fractions of space. Describing the direction of travel. Understanding symmetry in balance. English – Writing rules for their own games. Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	3. Compete in a competition of Bean Bag Raid. Self select appropriate warm-up and cool down activities. 4. Balance on a bean and catch a small ball thrown at different heights. Describe the basic components of fitness. 5. Move with fluency and control in a more complex variety of ways. Record and monitor how hard we are working. 6. Compete in a competition of Dodgeball. Self select appropriate warm-up and cool down activities. Maths - Measuring different distances Responding to direction of travel Counting out equipment Organising area to work in Organising group of different amounts	Tag Rugby 1. Find ways of evading a defender. Pass and support the player with the ball. 2. Pass and support the player with the ball in small groups. Pass and support in a team to evade a defender. 3. Pass and support the player with the ball in small groups and from more game like positions. Play small sided games of 'Touch Rugby'. 4. Defend in a game of 'Tag Rugby'. Work together to defend the space in a full game. 5. Play a mini 'Tag Rugby' competition. Compete with others in a fair way. 6. Play a mini 'Tag Rugby' competition. Compete with others in a fair way.	Combining a number of actions to form a pattern. Estimating length. Shape of and divisions within a playing area. English – Writing rules for their own games. Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	English – Writing rules for their own games. Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work
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	Reading movement related words written on cards.		Mirroring and reflecting a partners balance English – Writing rules for their own games. Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	Maths - Reciting numbers for points scored. Counting on and counting back. Understanding fractions. Combining a number of actions to form a pattern. Estimating length. Shape of and divisions within a playing area. English – Writing rules for their own games. Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.		
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R.E	<u>Christianity</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Buddhism</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Judaism</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?			
	<u>Skills for Year 6</u> -use religious and philosophical terminology and concepts to explain religions, beliefs and value systems -explain some of the challenges offered by the variety of religions and beliefs in the contemporary world -explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. -identify the influences on, and distinguish between, different viewpoints within religions and beliefs -interpret religions and beliefs from different perspectives -interpret the significance and impact of different forms of religious and spiritual expression.	<u>Skills for Year 6</u> -use religious and philosophical terminology and concepts to explain religions, beliefs and value systems -explain some of the challenges offered by the variety of religions and beliefs in the contemporary world -explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. -identify the influences on, and distinguish between, different viewpoints within religions and beliefs -interpret religions and beliefs from different perspectives -interpret the significance and impact of different forms of religious and spiritual expression.	<u>Skills for Year 6</u> -use religious and philosophical terminology and concepts to explain religions, beliefs and value systems -explain some of the challenges offered by the variety of religions and beliefs in the contemporary world -explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. -identify the influences on, and distinguish between, different viewpoints within religions and beliefs -interpret religions and beliefs from different perspectives -interpret the significance and impact of different forms of religious and spiritual expression.			

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	-make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. -explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. -compare the different ways in which people of faith communities express their faith. -discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. -express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. -make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.		-make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. -explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. -compare the different ways in which people of faith communities express their faith. -discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. -express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. -make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.		-make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. -explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. -compare the different ways in which people of faith communities express their faith. -discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. -express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. -make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.	
MFL	1: Ser and Tener 2: Ser and Tener 3: Ser and Tener with questions	7: Daily routine 8. Daily routine in other countries 9: Houses	13: The best place in the world: home 14: My bedroom 15: Bedrooms around the world	18: Directions 19: Directions part 2 20: Buying food 21: Numbers 1-100	22: Numbers revision and cafe 23: Spanish food and menus	26:Speaking assessments 27: Listening assessments

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	4: The time: hour, quarter and half past 5: The time: minutes past the hour 6: The time: minutes to the hour.	10: Comparatives and preferences 11: The three little pigs 12: Rooms in the house Christmas: Christmas presents	16: Places in a town 17: Revision of ir and places in town	Easter: Equivalent of April fool's day	24: The past (Preterite) tense 25: The past (Preterite) tense part 2 26: Speaking assessments	28: Spanish alphabet 29: Spanish Culture project 30: Spanish Culture project
Computing <i>All classes to have at least 1 hour of e-safety lessons per half term alongside other topics; this does not have to be full hour sessions. They can be a mixture of discussion-based sessions as well as writing/drawing/iPad activities. They may be completed within PSHE assemblies where appropriate.</i>	<u>Internet communication</u> - To identify how to use a search engine - To describe how search engines select results - To explain how search results are ranked - To recognise why the order of results is important, and to whom - To recognise how we communicate using technology - To evaluate different methods of online communication	<u>Webpage creation</u> - To review an existing website and consider its structure - To plan the features of a web page - To consider the ownership and use of images (copyright) - To recognise the need to preview pages - To outline the need for a navigation path - To recognise the implications of linking to content owned by other people	<u>Variables in games</u> - To define a 'variable' as something that is changeable - To explain why a variable is used in a program - To choose how to improve a game by using variables - To design a project that builds on a given example - To use my design to create a project - To evaluate my project	<u>Introduction to spreadsheets</u> - To identify questions which can be answered using data - To explain that objects can be described using data - To explain that formulas can be used to produce calculated data - To apply formulas to data, including duplicating - To create a spreadsheet to plan an event - To choose suitable ways to present data	<u>3D modelling</u> - To use a computer to create and manipulate three-dimensional (3D) digital objects - To compare working digitally with 2D and 3D graphics - To construct a digital 3D model of a physical object - To identify that physical objects can be broken down into a collection of 3D shapes - To design a digital model by combining 3D objects - To develop and improve a digital 3D model	<u>Sensing</u> - To create a program to run on a controllable device - To explain that selection can control the flow of a program - To update a variable with a user input - To use an conditional statement to compare a variable to a value - To design a project that uses inputs and outputs on a controllable device - To develop a program to use inputs and outputs on a controllable device

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PSHE	<u>Relationships – VIPs</u> - Family and Friends - Think Before You Act - It's OK to Disagree - You Decide - Secrets - False Friends Maths – sort and compare healthy and unhealthy relationships. English – write a story about a healthy/unhealthy relationship. Write a leaflet/explanation/poster about different ways to calm down. Speaking and listening to peers. Use drama.	<u>Health and Wellbeing – Safety First</u> - You are Responsible - What are the Risks? - Making Your Mind up - In an Emergency - Keep IT Safe - Click, Safe, Click Happy Maths – statistics about online safety. English – write instructions about staying safe. Create a poster. Speaking and listening to peers. Use drama.	<u>Living in the Wider World - One World</u> - Global Citizens - Global Warming - Energy - Water - Biodiversity - In Our Hands Maths – research statistics about global warming and the effects on the Earth. Sort sources of energy into renewable and non-renewable. English – research global warming and how to help the environment. Make an advert to promote caring for the environment. Write a leaflet/explanation. Create a poster. Speaking and listening to peers. Use drama.	<u>Relationships - Digital Wellbeing</u> - My Digital Life - Staying Safe, Healthy and Happy - Online Relationships - Social Media - Saying No to Online Bullying - Fake News	<u>Living in the Wider World – Money Matters</u> - Look After it - Critical Consumers - Value for Money - Budgeting - Borrowing and Saving - Money in the Wider World Maths – understand borrowing money and adding on interest. Use a budget to buy a weekly food shop. English – research adverts and how they make us buy things. Create and film own advert on ipads. Write an explanation about what tax is and why we pay it. Speaking and listening to peers. Use drama.	<u>Relationships – Growing Up</u> - Changing Bodies - Emotional Changes - Just the Way You Are - Relationships - Let's Talk About Sex - Human Reproduction Maths – sort changes in boys and girls. Compare changes in boys and girls. English – write a leaflet/explanation about the changes that happen to our bodies during puberty or how a baby is made. Speaking and listening to peers. Use drama.
Opportunities for trips	- WW2 theme day - visit to Eden Camp - WW2 workshops.		Visit to the National Coal mining museum	Explore local mountains and		

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		• Visit to the local mines/mine memorials in Dodworth	rivers using the local area.	
Opportunities for outdoor learning	• create an air raid shelter • rationing cooking on the fire – bread making using rations • creating a battlefield with trenches • creating outdoor circuits.	• Searching for fossils • Exploring other natural materials along with coal and create art work.	• Mapping local areas and sketching maps • Locating countries understanding co-ordinates, orienteering, compass points.	• Climates and vegetation investigation compare them to volcanic areas (Earthquakes, volcanoes) • Collecting and finding natural resources would these be found in areas of earthquakes and volcanoes and make comparisons (Earthquakes and volcanoes) • Explore how vegetation and animals differ investigating the environment around us and compare (Earthquakes and volcanoes)