

<p>All Living Things</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals 	S C I E N C E	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> 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 adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Electricity</p> <ul style="list-style-type: none"> 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 on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 		<p>Animals including humans</p> <ul style="list-style-type: none"> 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 transported within animals and humans.
<p>Light</p> <ul style="list-style-type: none"> 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. 		<p>Working Scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs □using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.
<p>ART</p> <ul style="list-style-type: none"> Selects appropriate media and techniques to achieve a specific outcomes Create prints with three overlays Work into prints with a range of media e.g pens, colour pens and paints 		<p>Year 6 Curriculum Skills Coverage CYCLE A</p>
<p>History</p>		<p>Geography</p>
<ul style="list-style-type: none"> Make appropriate use of dates and specialist terms/ Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world Identify key features of and make links between past societies and periods Understand about beliefs, behaviour and characteristics of people Compare one aspect of life with the same aspect in another period. Attempt to explain historical concepts such as causation of events Recognise primary and secondary sources Evaluate sources and identify those that are useful to the task Show awareness of different viewpoints Use historical terminology which is mostly accurate Plan and carry out individual investigations Use a variety of ways to communicate knowledge and understanding including extending writing. 		<p>Location Knowledge</p> <ul style="list-style-type: none"> Know more about the features of a variety of places around the world <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Understand more about the links between different places and that some places depend on each other <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and begin to explain geographical patterns and a range of physical and human processes Recognise that these interact to affect the lives and activities of people living there Understand how people can both improve and damage the environment <p>Geographical Skills and Field work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied Use the eight points of a compass, four figure grid references, symbols and keys to build knowledge of UK in the past and present Use FIELDWORK to observe, measure and record the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs and digital technologies

I C T	Information Technology <ul style="list-style-type: none"> • Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools • Select tools which they can use to help them achieve a specific aim and justify these choices to others • Understand the importance of evaluation and adaption of individual features to enhance the overall product • To continue to use, search, enter data into their own databases. 	P E	Games & Athletics <ul style="list-style-type: none"> • Travel with a ball showing changes of speed and direction using either foot or hand • Use a range of techniques when passing • Hit the ball with purpose/ from both sides of the body • Judge how far they can run to score points • Develop skills in running, jumping and throwing • Investigate ways of performing these activities • Use a variety of equipment , ways of measuring and timing, comparing effectiveness of different styles of run/ jump and throws.
	Digital Literacy <ul style="list-style-type: none"> • Recognise acceptable/ unacceptable behaviour online and am confident in reporting • Recognise trustworthy sources of information on the internet • Use the internet to communicate (e-mail , video, blogs, social media) 		Dance & Gymnastics <ul style="list-style-type: none"> • Explore ideas from different dance styles and compose dances expressively • Create structured sequences of dance using a range of movement patterns • Understand why dance is good for fitness and organise their warm up and cool downs • Comment on their own and the work of others
Languages (Spanish) <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link spelling , sound and meaning of words. Engage in conversations: ask and answer questions: express opinions and respond to those of others: seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences, to express ideas clearly. Describe people, places and things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and conjugation of the high-frequency words: key features and patterns of the language. 			
DESIGN AND TECHNOLOGY		F O R E S T A N D F A R M S C H O O L	Cooking & Nutrition <ul style="list-style-type: none"> • Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health • To know that season may effect the food available • To know that food is processed into ingredients that can be eaten or used in cooking • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading. • To weigh and measure dry ingredients and liquids accurately • To apply the rules for basic food hygiene and other safe practices. Eg hazards related to cooking • To know how to prepare and cook a range of predominantly savoury dishes safely & hygienically. See also Science 'All Living things' objectives. <u>All Children will – grow fresh produce/ produce a product to sell/ Pass Food Hygiene level 1/ Plan and cater for an event for the outside community.</u>
<ul style="list-style-type: none"> • To generate ideas through brainstorming and identify a purpose for their product • To draw up a specification for their design • To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making it if first attempt fails. • To use results of investigations, information sources, including ICT when developing design ideas • Model their ideas using prototype and pattern pieces 			Wellbeing <ul style="list-style-type: none"> • To encourage curiosity and exploration and use of all senses • To empower children in the natural environment • To increase co-operation with peers • To encourage spatial awareness, motor development and problem solving skills • To review and recognise their own personal achievements
<ul style="list-style-type: none"> • To use a wider range of appropriate materials and techniques • To measure and mark out accurately • To use different tools and equipment safely and accurately • To cut and join with accuracy to ensure a good-quality finish to the product 			
<ul style="list-style-type: none"> • To evaluate a product against the original design specification • To evaluate it personally and seek evaluation from others • Evaluate how learning from science and Maths can help design and make products that work. 			

