YEAR 6 **Science**

Living things and their habitats
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

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 transported within animals, including humans.

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 adapted to suit their environment in different ways and that adaptation may lead to evolution.

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.

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 on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

History

- The achievements of the earliest civilizations (Mesopotamia/Indus Valley) an overview of where and when the first civilizations appeared and a depth study (Sumer)
- A non-European society that provides contrasts with British history: Mayan civilization c. AD 900
- A local history study on the history of shipbuilding and the significance of rivers

Geography

Locational Knowledge
- Use their knowledge of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) to support geographical skills
- Name and locate counties in Scotland, Wales and Northern Ireland and recap cities of the United Kingdom and land-use patterns and understand how some of these aspects have changed over time
- Locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics

Human and physical geography
- Describe and understand key aspects of:
  - Biomes and vegetation plants
  - Economic activity including trade links

Place knowledge
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (England South coast) and a region within the Americas (Central America and the Amazon)
- Understand and explain weather patterns around the world and relate these to vegetation belts and biomes
- Understand how vegetation belts, biomes, economic activity and trade links have impacted on where humans have settled and why
- Using human and physical characteristics, explain and analyse why humans have settled in certain places and compare these to other parts of the world
- Analyse how different human and physical features have impacted the geography of the land and how this has changed over time.
- Demonstrate the similarities and differences between human and physical geography

PE

Games
Autumn 1 - Rugby
Autumn 2 - Hockey
Spring 1 - Football
Spring 2 - Cricket
Summer 1 - Tennis
Summer 2 - Athletics (throwing, catching, running and jumping) / basketball

Swimming - All year

Health
- Set achievable personal goals.
- Understand being healthy and incorporate this into lifestyle, body and mind.
- Be able to understand what makes a happy lifestyle in order to support their mental health.

Art

- Understand how to create a realist drawing using one point and horizon perspective
- Artists, architects and designers who use the studied movements/techniques
- Understand how to create an expressionist painting by choosing technique and medium
- Create sculpture using a range of materials in your final piece

DT

- Create a model out of a range of materials, which incorporates an element of movement and electrical system
- Understand the stages of the design process
- Create a textile using a range of materials and techniques including knitting
- Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.
- Understand how to create a variety of savoury dishes linked to your learning

Music

Pupils should be taught to sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

MFL

- names for different sports/how to ask and explain what their favourite sport is/why
- the words for items of clothing
- how to denote possession
- adjectives of quality and size
- names of rooms in the house/names of common items in the house
- prepositions to show where things are
- names of places in a town
- how to ask for/give directions
- Know how to conjugate a range of high frequency verbs
- Understand how to use some adverbs and prepositions in sentences
- Have an awareness of similarities and differences in grammar between different languages.
- Present information about an aspect of culture
- Learn about festivals and celebrations in France (Epiphanie: Fête des Rois)

Computing and Digital Literacy

- Digital Literacy - teaching of tailored skills and use these to complete outcomes that form animation, explanation and presentation
- Online Safety
- Coding: Swift playgrounds (Sphero and Drones) and Spike Prime
- Computer Science: How the internet works

PSHE

- Families, friendships and relationships
- Understanding their place in the world
- Values
- Safety
- Physical Wellbeing
- Mental Wellbeing