

Year Group: 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy						
Numeracy						
Science	<p>Year 6 - Living Things And Their Habitats</p> <ul style="list-style-type: none"> - I know what micro-organisms are - I can describe some of the uses of micro-organisms - I can classify living things into broad groupings (e.g. animals, plants, micro-organisms) - I know that these broad groupings can be subdivided (e.g. animals can be divided into vertebrates and invertebrates) - I can use classification keys to identify unfamiliar animals - I can create my own classification key - I can explain why I have classified living things based on their characteristics <p>Year 6 - Animals, Including Humans</p> <ul style="list-style-type: none"> - I can name the main parts of the human circulatory system - I can describe the functions of the main parts of the human circulatory system (including heart, blood vessels, blood) - I can explain how nutrients and water are transported within animals (including humans) - I can suggest what humans need to be healthy - I can explain how what we eat effects our body, giving examples of the positive and negative effects of different foods - I can explain how exercise affects our body. - I can investigate the impact of exercise on our hearts - I know that some drugs are stimulants and others are depressants (including illegal and legal drugs) - I can describe the impact that drugs can have on our bodies - I can suggest ways that our lifestyle can affect our bodies (e.g. the effect of insufficient sleep) <p>Year 6 - Evolution And Inheritance</p> <ul style="list-style-type: none"> - I know that fossils provide information about living things from the past - I know that living things have changed over time - I know that parents pass characteristics onto their offspring - I can explain why offspring are not normally identical to their parents 					

- I can explain how variation in offspring over time can make animals more or less likely to survive in a given environment (e.g. giraffes necks gradually became longer)
- I can explain how an animal's characteristics help it to survive in its environment (e.g. polar bear's layer of fat)
- I know that both animals and plants adapt to allow them to survive in their environment (e.g. trees becoming taller for sunlight in the rainforest)
- I can discuss how scientists such as Charles Darwin developed their work on evolution

Year 6 - Light

- I know that light travels in straight lines
- I know that we see things when light travels from a light source to our eyes
- I know that we see objects because light is reflected by them into our eyes
- I can investigate what happens when light is reflected by different surfaces
- I can explain why shadows are the same shape as the object that casts them
- I can use my knowledge of light and how we see things to explain how devices (e.g. periscopes, rear view mirrors) work

Year 6 - Electricity

- I can describe the dangers of electricity
- I know how to work safely with electricity
- I can create a series circuit containing a range of components (including, batteries, switches, bulbs, buzzers, motors)
- I can draw a circuit using conventional symbols for each component
- I can investigate how the output of a component (e.g. light from a bulb, sound from a buzzer) changes when more cells are added to a circuit
- I know that the voltage of a battery effects the output of components in a circuit
- I can change one part of a circuit and explain how this changes the way that other components within the circuit function (e.g. when a switch is opened, when a light bulb is removed)

History	Key Skills	Swindon Past and Present	WW2	Civil War
	Pupils should be taught to a. place events, people and changes into correct periods of time b. use dates and vocabulary relating to the passing of time,	How did Swindon grow from a small village to a large town? Why was the railway important to Swindon?	To understand when did World War 2 started and why. To learn about bombing raids on Britain (Blitz)	Who was Cromwell? Who was Charles I When was the Civil war?

	<p>including ancient, modern, BC, AD, century and decade.</p> <p>2. Pupils should be taught:</p> <p>a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</p> <p>b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world</p> <p>c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied</p> <p>d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p> <p>3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p> <p>4. Pupils should be taught:</p> <p>a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases,</p>	<p>Who was Daniel Gooch and Isambard Kingdom Brunel?</p> <p>What are the important events in Swindon's history?</p> <p>What are Swindon landmarks?</p> <p>What are Swindon's significant events?</p> <p>Significance of Swindon in today society? i.e. links, industry, sport, arts</p>	<p>To understand how people protected themselves.</p> <p>To understand the need for evacuation</p> <p>To find out the experiences and feelings of evacuees from a wide range of sources</p> <p>To understand the effect of war on everyday life</p> <p>To learn what rationing was and how it worked</p> <p>To understand the effect of war on everyday life</p> <p>To learn what rationing was and how it worked</p> <p>To understand the effect of war on everyday life</p> <p>To understand the effect of war on everyday life</p> <p>To learn about how people celebrated the end of the war</p> <p>To make connections between WW2 and today (the UN)</p>	<p>Who were the main characters during this time?</p> <p>Who were the Verney Family?</p> <p>What were the weapons used at the time? How did they change?</p> <p>Why was the king killed?</p> <p>Who executed him? Where was he executed? What was the consequence of him being executed?</p> <p>Was Cromwell a hero or Villain?</p>
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	<p>pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)</p> <p>b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.</p> <p>6. During the key stage, pupils should be taught the knowledge, skills and understanding through a local history study, three British history studies, a European history study and a world history study.</p> <p>7. A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.</p>			
<p>Geography</p>	<p>Fair Trade</p> <ul style="list-style-type: none"> • Explain the UK's trade links with other countries including energy, food, minerals and water. 	<p>The UK</p> <ul style="list-style-type: none"> • Identify and describe key geographical features of the UK. • Identify and locate the counties of the UK 	<p>Message in a Bottle</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic 	

	<ul style="list-style-type: none"> • Use maps to use the UK's trade links to other countries • Explain trade links between El Salvador and the UK including geographical similarities and differences • Explain the importance of fair trade • Explain the global supply chain • Explain how trading has changed through history • Deepen an understanding of the interaction between physical and human processes 	<ul style="list-style-type: none"> • Locate and identify towns and cities of the UK • Find out about the hills and mountains of the UK • Find out about the seas and coasts of the UK • Identify and explore the major rivers of the UK • Compare the UK with another region in a European country and North America • Field work - sketch maps, plans and graphs. Observe, measure, record and present the human and physical features in the local area 	<ul style="list-style-type: none"> • and Antarctic Circles, the Prime/ • Greenwich Meridian and time zones. • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts • Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points in a compass, four and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. 	
Computing	<p>Online Safety</p> <p>use technology respectfully and responsibly</p> <p>(I understand how to protect my computer/ device from harm)</p>	<p>Programming</p> <p>include the use of sequences, selection and repetition with the hardware used to explore real world systems</p>	<p>IT/Multimedia</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and</p>	<p>Digital Literacy</p> <p>understand how computer networks enable users to communicate and collaborate</p> <p>(I understand how computers are able to</p>

	<p>identify a range of ways to report concerns about content or contact in and out of school</p> <p>(I understand that there are a number of ways to report something)</p>	<p>(I can combine software and hardware to solve real life problems)</p> <p>solve problems by decomposing them into smaller parts</p> <p>(I can break up code into smaller parts to make debugging easier)</p> <p>use sequences, selection and repetition within programs</p> <p>(I can use loops, if and variables to alter how my program runs)</p> <p>use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p> <p>(I can use logical reasoning to detect and fix bugs in a problem)</p>	<p>presenting data and information.</p> <p>(I can use more than once piece of software to complete a task)</p> <p>design and create a range of programs, systems and content for a given audience</p> <p>(I can design a program for a given audience)</p> <p>independently select use a variety of software to collect, analyse, evaluate and present data and information.</p> <p>(I can collect and use data)</p>	<p>communicate and share information)</p> <p>begin to use internet services within his/her own creations to share and transfer data to a third party</p> <p>(I know how to use services on the internet to share information)</p> <p>be discerning when evaluating digital content</p> <p>(I can recognise trustworthy sources of information on the internet)</p> <p>use filters in net searches effectively and is discerning when evaluating digital content</p> <p>(I can use a broad range of resources online to find exactly what I am looking for)</p>
MFL	<p>O: Oracy L: Literacy IU: Intercultural Understanding</p> <p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.2 Perform to an audience</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p>			

	<p>L6.1 Read and understand the main points and some detail from a short written passage L6.2 Identify different text types and read short, authentic texts for enjoyment or information L6.3 Match sound to sentences and paragraphs L6.4 Write sentences on a range of topics using a model IU6.1 Compare attitudes towards aspects of everyday life IU6.2 Recognise and understand some of the differences between people IU6.3 Present information about an aspect of culture</p>				
<p>PE Through each unit children must be given the opportunity to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><u>Dance</u> <i>Perform a variety of dance styles with accuracy and consistency. Explore, improvise and choose appropriate material to create new motifs in a chosen dance style. Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. Extend compositional skills incorporating a wider range of dance styles and forms. Compose, develop and adapt motifs to make dance phrases and use these in longer dances. Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.</i></p>	<p><u>Gymnastics</u> Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles Understand why warming up and cooling down are important Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves Carry out warm ups safely and effectively Evaluate their own and others' work Suggest ways of making improvements</p>	<p><u>Invasion Games</u> <u>-Hockey, netball, basketball, football</u> <i>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games Understand, choose and apply a range of tactics and strategies for defence and attack Use these tactics and strategies more consistently in similar games Understand why exercise is good for their fitness, health and wellbeing Understand the need to prepare properly for games Develop their ability to evaluate their own and others' work, and to suggest ways to improve it Know why warming up and cooling down are important</i></p>	<p><u>Striking and fielding - Rounders</u> <i>Use different ways of bowling Bow underarm accurately Vary how they bowl Bat effectively, using different types of shot Field with increased accuracy Throw overarm with accuracy and for a good distance. Hit the ball from both sides of the body Direct the ball away from fielders, using different angles and speeds Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding Gauge when to run after hitting the ball Use tactics which involve bowlers and</i></p>	<p><u>Athletics</u> Sustain their pace over longer distances, eg sprint for seven seconds, run for one or two minutes Throw with greater control, accuracy and efficiency Perform a range of jumps showing power, control and consistency at both take-off and landing. Organise themselves in small groups safely, and take turns and different roles Know and understand the basic principles of relay take-overs Take part well in a relay event. Watch a partner's athletic performance and identify the main strengths Identify parts of the performance that</p>

				<i>fielders working together. Make up their own warm up and explain how it is organised Know the importance of particular types of fitness to the game</i>	need to be practised and refined, and suggest improvements
RE	U2.3 What do religions say to us when life gets hard? U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? U2.7: What matters most to Christians and to Humanists? U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?				
Music	Following the Express Music SOW... I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression I can improvise and compose music for a range of purposes using the inter-related dimensions of music I can listen with attention to detail and recall sounds with increasing aural memory I can use and understand staff and other musical notations I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I can develop an understanding of the history of music.				
Art	Drawing and using Sketch books Sketch pencils Colouring pencils Watercolour pencils <i>Work from a variety of sources including observation and digital</i>	Digital Media <i>For example -</i> Scrap book of photos or on the computer Create a blog Create a film	Painting using the work of real artists as a starting point Choice of paints Choice of different size brushes <i>Create own imaginative work after</i>	Printing Printing using rollers, printing ink and screens <i>Research and explore a variety of techniques to develop an idea for printing. Create after exploration, a printing</i>	Sculpture inspired by real artists past and present Wired sculpture (ART/ DT) Use textiles to hang off of it <i>Use the 3D work from a variety of genres and</i>

	<p>images, using the work of artists in a sustained way to develop own ideas. Independent use of a sketchbook, to collect and record visual information. Continue to build on drawing techniques to develop own style.</p>	<p>Create a slideshow</p> <p>Use prior knowledge of digital media to create own piece of artwork to portray their life in primary school, working individually or collaboratively.</p>	<p>independently completing own preliminary studies including the work of artists as a reference point, working towards a final piece of art work individually or collaboratively.</p>	<p>block to express own ideas.</p>	<p>cultures to develop own response through experimentation to create a piece of sculpture.</p>
DT	<p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>				

	<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Cooking and nutrition</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p>PSHE Jigsaw</p>	<p>Celebrating difference I can explain ways in which difference can be a source of conflict or a cause of celebration.</p> <p>Dreams and goals I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>Healthy me I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>Relationships I can recognise when people are trying to gain power or control.</p> <p>Changing me I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p>