

Year 6

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|-------------------|---|--|--|---|------------------|----|
| SCIENCE | Animals including humans Describe the changes as humans develop to old age. Identify, name and describe the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | Evolution and inheritance Recognise that living things have changed over time. Recognise that living things produce offspring of the same kind. Identify how animals and plants are adapted to suit their environment. | Properties and changes of materials Compare and group together everyday materials. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. | SCIENCE | | |
| HISTORY | Significant turning points Events leading up to it Chronology Outcomes | Decisions Made Key People Consequences | Changes over time An in-depth study of one area chosen by children Influence and impact Developments (including technology) Benefits Prediction | HISTORY | | |
| GEOGRAPHY | World Climate resources Trade links The Equator Time zones The Arctic and Antarctic | Town and country planning Impact on environment Impact on people Land use Problem Solving | | GEOGRAPHY | | |
| MUSIC | Controlling Perform in a group and alone using voices and instruments with increasing accuracy, control and expression. | Creating Compose using an understanding of times and styles. Plan for expression in composition. | Responding Analyse and compose musical features, provide constructive feedback. | Listening Use aural memory to recall sounds accurately, know and use standard musical notation to perform and record own music. | MUSIC | |
| ART | Drawing and painting Drawing to size, ratio and proportion Representing texture Using colour to represent colour and light Using colour to represent composition and perspective | | Sculpture Create sculptures using a variety of materials Shape, form and mould sculptures for a purpose Produce sculptures that reflect a variety of designs. | | ART | |
| DESIGN TECHNOLOGY | Things that have been assured Agree design brief with client Collect and analyse data Set monitoring milestones and expectations Use findings to make changes Get other people's viewpoints Share finished product and get feedback | | | DESIGN TECHNOLOGY | | |
| COMPUTING | Demonstrate a systematic approach to building programmes and solving and identifying bugs. Know the values of functions and use this to evaluate effectiveness. Explain to others how a programme works. Know the difference between the internet and the world wide web. Know how to select the most appropriate source after applying filters to find specific information. | | Apply critical thinking to identify different online behaviour. Children have a deeper understanding of the dangers behind technology. | | COMPUTING | |
| MFL | French Time School Then and now | | Numbers 70 -1000 Places in town | Tourism Café | MFL | |
| SRE/RE | R.E. | | | SRE/RE | | |
| PE | Games | Gymnastics | Dance | Athletics | Outdoor pursuits | PE |