



Look what we can do by the end of Key Stage 2!

Year 6 Curriculum

The Federation of Nettlestone & Newchurch

	AUTUMN	SPRING	SUMMER
SCIENCE KNOWLEDGE	<p>Living Things & their habitats</p> <ul style="list-style-type: none"> I can 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. I can give reasons for classifying plants and animals based on specific characteristics. <p>Animals, including humans</p> <ul style="list-style-type: none"> I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions. I can describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Light</p> <ul style="list-style-type: none"> I can 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. I can 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. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Electricity</p> <ul style="list-style-type: none"> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches. I can use recognised symbols when representing a simple circuit in a diagram.
WORKING SCIENTIFICALLY To be developed across the year	<p>Planning</p> <ul style="list-style-type: none"> I can use my science experience to explore ideas and raise different types of questions I can talk about how scientific ideas have developed over time I can select and plan the most appropriate type of scientific enquiry to answer questions I can recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why I can use and develop key and other information record to identify, classify and describe living things and materials I can identify patterns that might be found in the natural environment I can recognise which secondary sources will be most useful to research my ideas and begin to separate opinion and fact 	<p>Obtaining and presenting evidence</p> <ul style="list-style-type: none"> I can make my own decisions about what observations to make, what measurements to use and how long to make them for I can look for different causal relationships in my data and identify evidence that refutes or supports my ideas I can choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately, taking repeat readings when appropriate I can decide how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<p>Considering evidence and evaluating</p> <ul style="list-style-type: none"> I can identify scientific evidence that has been used to support or refute ideas or arguments. I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas I can use oral and written forms such as displays and other presentations to support conclusions, causal relationships and explanations of degree of trust in results I can use my results to make predictions and identify when further observations, comparative and fair tests might be needed

<p>HISTORY</p> <p>KNOWLEDGE SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p><u>Knowledge</u></p> <p>A non-European society that provides contrasts with British history</p> <p>- Mayan civilization c. AD 900.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>- changes in an aspect of social history - crime and punishment from the Anglo-Saxons to the present.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • I can say where a period of history fits on a timeline. • I can place a specific event on a timeline by decade. • I can place features of historical events and people from past societies and periods in a chronological framework. • I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. 	<p><u>Knowledge and interpretation</u></p> <ul style="list-style-type: none"> • I can summarise the main events from a specific period in history, explaining the order in which key events happened. • I can summarise how Britain has had a major influence on world history. • I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. • I can describe features of historical events and people from past societies and periods they have studied. • I can they recognise and describe differences and similarities/ changes and continuity between different periods of history. • I can explain how crime and punishment has changed over the years. 	<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • I can identify and explain my understanding of propaganda. • I can describe a key event from Britain's past using a range of evidence from different sources. • I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.
<p>GEOGRAPHY</p> <p>KNOWLEDGE</p> <p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>LOCATIONAL AND PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> • I can locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. • I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. • I can identify the position and significance 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). • I can locate the USA and Canada on a world map and atlas. • I can locate and name the main countries of South America on a world map and atlas. • I can name the main desert regions of the world. • I can name the main areas of rainforest in the world. 	<p>HUMAN GEOGRAPHY</p> <ul style="list-style-type: none"> • I can give an extended description of the human features of different places around the world. • I can map land use with my own criteria. • I can describe how some places are similar and others are different in relation to their human features. • Challenge • I can explain how human activity has caused an environment to change. • I can analyse population data on two settlements and report on findings and questions raised. 	<p>PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> • I can give extended descriptions of the physical features of different places around the world. • I can describe how some places are similar and others are different in relation to their physical features. • I can describe and understand key aspects of physical geography - climate zones, biomes and vegetation belts. 	<p>GEOGRAPHICAL ENQUIRY AND FIELDWORK</p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • I can confidently use a range of maps, atlases, images, globes and digital mapping. • I can confidently and accurately use the 8 point compass directions to follow and give directions to build knowledge of the UK and the wider world. • I can accurately use six figure grid references on an OS Map. • I can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. • I can ask a range of geographical questions to carry out an investigation and

	<ul style="list-style-type: none"> I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles on a world map. 			<p>can explain opinions from a range of different points of view.</p> <ul style="list-style-type: none"> I can use a camera and locate annotated photos on a map. I can accurately measure human and physical features in the local area using a range of appropriate instruments. I can confidently justify data collection methods. I can independently present data findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion. I can recognise key symbols used on ordnance survey maps. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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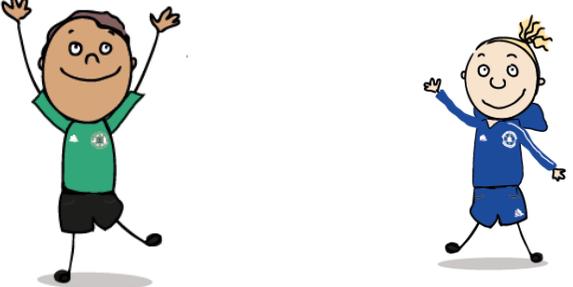
<p>ART AND DESIGN</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>USING MATERIALS</p> <ul style="list-style-type: none"> I can explain why different tools have been used to create art I can explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art I can use a range of e-resources to create art I can choose media to use to create maximum impact 	<p>DRAWING</p> <ul style="list-style-type: none"> I can use a full range of pencils, charcoal or pastels when creating a piece of observational art 	<p>USE OF COLOUR, PATTERN, TEXTURE, LINE, FORM, SPACE & SHAPE</p> <ul style="list-style-type: none"> I can select media and predict how it might be used. I can choose the style of painting to match the purpose of my work. I can choose methods of printing to achieve specific results I can print more complex regular and irregular patterns I can overprint to create different patterns 	<p>RANGE OF ARTISTS</p> <ul style="list-style-type: none"> I can explain the style of art used and how it has been influenced by a famous artist I can understand what a specific artist is trying to achieve in any given situation I can understand why art can be very abstract and what message the artist is trying to convey <p>Focus on: Work of a local IOW artist Gustav Klimt Jill Townsley</p>
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<p>DESIGN AND TECHNOLOGY</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>DESIGN</p> <ul style="list-style-type: none"> I can research existing and develop them so they are fit for purpose and aimed at a specific group. Follow and refine original plans. I can draw detailed designs, justifying planning in convincing way. I can show that culture and society is considered in plans and designs. 	<p>MAKING</p> <ul style="list-style-type: none"> I can say which tools to use for specific practical tasks. I can say how to use tools correctly and safely. I can say which tool is used for. I can explain why a specific tool is best for a specific action. I can make a product that relies on pulleys and gears. 	<p>EVALUATING</p> <ul style="list-style-type: none"> I can say how to test and evaluate designed products. I can explain how products should be stored and give reasons. Evaluate product against original plan. 	<p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> I can link scientific knowledge to design pulleys and gears. I know which IT product would further enhance a specific product. Programming I can use my knowledge to improve a made product by strengthening, stiffening or reinforcing. I can use my knowledge of famous inventors/designers to enhance my work. 	<p>FOOD TECHNOLOGY</p> <ul style="list-style-type: none"> I can explain food ingredients should be stored and give reasons. I can work within a budget to create and cook a meal. I can understand the difference between a savoury and sweet dish.
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MUSIC KNOWLEDGE, SKILLS AND UNDERSTANDING To be developed across the year	COMPOSE, USE AND UNDERSTAND <ul style="list-style-type: none"> I can use a variety of different musical devices in my composition? (including melody, rhythms and chords) I can recognise that different forms of notation serve different purposes. I can use different forms of notation. I can combine groups of beats. I can begin to record using standard notation 		LISTENING AND APPRECIATING <ul style="list-style-type: none"> I can refine and improve my work. I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. I can analyse features within different pieces of music. I can say how different styles of music influenced new styles of music over time and make comparisons. I can compare and contrast the impact that different composers from different times will have had on the people of the time. 		SINGING, PLAYING AND INSTRUMENT AND PERFORMING <ul style="list-style-type: none"> I can sing a harmony part with an awareness of others. I can perform parts from memory. I can read musical notations on a staff taking account of dynamics and tempo. I can adjust dynamics and tempo when performing to aid with phrasing and expression. I can take the lead in a performance. I can take on a solo part. I can provide rhythmic support. 	
	Suggested Charanga Units	Autumn 1 Charanga UNIT 1 Happy	Autumn 2 Performance - sing and play Christmas Carol Concert	Autumn 3 Charanga Ukulele Course	Autumn 4 Charanga UNIT 4 You've Got a Friend	Autumn 5 The History of Music - multiple styles.
The interrelated dimensions of music should be referred to throughout - pitch (high or low notes); duration (long and short notes); tempo (fast or slow) and dynamics (loud or quiet); structure (order of sections of music e.g. verse, chorus, verse); timbre (quality of sound e.g. a reedy or woolly sound).						
COMPUTING KNOWLEDGE, SKILLS AND UNDERSTANDING	MULTIMEDIA SOUND AND MOTION Film Making <ul style="list-style-type: none"> I can use appropriate software and other tools effectively to write a film script. I can locate and check appropriate digital content, and provide accurate crediting of sources. I can use digital recording devices to film and import into video editing software. I can plan, conduct and import video interviews as part of a short film. I can use video editing software to create a short film. I can use video editing software to turn a film project into a finished movie and present it. 		TECHNOLOGY IN OUR LIVES Using & Applying: Launch a New Game <ul style="list-style-type: none"> I can design a new game, using appropriate software to present information and advertise a product launch. I can present research on game types to inform planning. I can use Scratch or Kodu to create a simple game. I can design appropriate advertising materials to launch or promote a product. 		CODING AND PROGRAMMING Kodu Programming <ul style="list-style-type: none"> I can investigate and evaluate the features of programming software. I can program Kodu using When and Do instructions. I can use tools and add features to create an original landscape in Kodu. I can analyse and deconstruct code to work out its purpose. I can program a character to be controlled around a custom track to reach a goal. I can program a character to follow an automatic path. Scratch: Animating Stories <ul style="list-style-type: none"> I can create appropriate animations. I can structure and control the timing of events. I can control when objects need to be visible. I can sequence events to create a story narrative. I can add voice sounds to enhance an animated story. I can add interactive user features to a scene or story. 	

	<p>HANDLING DATA</p> <p>Spreadsheets</p> <ul style="list-style-type: none"> • I can enter data and formulae into a spreadsheet. • I can order and present data based on calculations. • I can add, edit and calculate data. • I can use a spreadsheet to solve problems. • I can plan and calculate a spending budget. • I can design a spreadsheet for a specific purpose. 	<p>ONLINE SAFETY</p> <ul style="list-style-type: none"> • I can find similarities and differences between in-person and cyberbullying. • I can identify good strategies to deal with cyberbullying. • I can identify secure websites by identifying privacy seals of approval. • I understand the benefits and pitfalls of online relationships. • I can identify information that I should never share. • I can identify how the media play a powerful role in shaping ideas about girls and boys. • I can use my knowledge of online safety to create a multiple choice quiz. 	 <p>The illustration shows two cartoon characters. On the left is a boy with short brown hair, wearing a blue long-sleeved shirt and dark trousers, with his right hand on his head. On the right is a girl with dark skin, wearing a green school uniform with a white shirt and a dark skirt, with her arms raised in a cheerful gesture.</p>
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<p>SPANISH</p> <p>KNOWLEDGE SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 3 exchanges (context: asking for/giving directions; my home town; contrasting where I live with another location) • I can give and follow clear directions <p>Reading</p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points (context: home-towns, directions) • I can use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> • I can write a related sequence of 3-4 sentences (context: my home town) • I can use my knowledge of grammar to speak correctly • I can use vocabulary introduced as part of the new topic • I can use accurate pronunciation and intonation so others can understand what I am saying 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • I can hold a simple conversation with 3- 4 exchanges (context: discussing where I would like to visit and why, describing features of locations) • I can answer questions on information given orally as (context: an audio recording or video clip about unfamiliar locations) <p>Reading</p> <ul style="list-style-type: none"> • I can retrieve information from a short factual text and note the main points (context: write-ups on other countries/towns) • I can use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences (context: discussing where I would like to visit and why, describing features of locations) • I can use my knowledge of grammar to speak correctly • I can use vocabulary introduced as part of the new topic • I can use accurate pronunciation and intonation so others can understand what I am saying 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges (context: telling a new Spanish friend all about myself: my name, age, birthday, where I live, my pets, brothers and sisters, my likes and dislikes relating to school subjects, interests and food) • I can answer questions on information given orally (context: an audio recording or video clip about people's interests/likes/dislikes/families) <p>Reading</p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points (context: letters from Spanish pen friends) • I can use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> • I can write a paragraph of at least 4-5 sentences (context: a letter telling a new Spanish friend all about myself: my name, age, birthday, where I live, my pets, brothers and sisters, my likes and dislikes relating to school subjects, interests and food) • I can use my knowledge of grammar to speak correctly • I can use vocabulary introduced as part of the new topic • I can use accurate pronunciation and intonation so others can understand what I am saying
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<p>PHYSICAL EDUCATION</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Fitness / Invasion Games <p>Autumn 2</p> <ul style="list-style-type: none"> • Invasion Games / Athletics 	<p>Spring 1</p> <ul style="list-style-type: none"> • Invasion Games / Gymnastics <p>Spring 2</p> <ul style="list-style-type: none"> • Dance / Outdoor and Adventurous Activities 	<p>Summer 1</p> <ul style="list-style-type: none"> • Striking and Fielding / Athletics <p>Summer 2</p> <ul style="list-style-type: none"> • Striking and Fielding / Net Games 	
	<p>INVASION GAMES</p> <ul style="list-style-type: none"> • I can understand that when my team has the ball they are attacking and when we haven't they are defending. • I can understand different ways of attacking and know how to use positions for my team. • I can understand different ways to attack and defend. • I can choose right formations and tactics for attack and defence. • I know how I can support other players in attack and defence. • I understand how to get ready for games. • I know some ideas for warm up exercises and routines. • I know what makes a good warm up. • I know what clothing and footwear is best to wear. • I know how to check playing area. • I know how playing invasion games helps my fitness and the benefits of playing outside of school. 	<p>GYMNASTICS</p> <ul style="list-style-type: none"> • I can make up a sequence and adapt it to different apparatus layouts. • I can use combinations of dynamics (pathways) to use space effectively. • I can make up my own rules for longer, more complex sequences. • I can plan a sequence and adapt it to limited equipment. • I can work as a group and share roles fairly. • I can investigate different ways of working with a partner or small group. • I can use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) • I know how gymnastics promotes strength, power and suppleness. • I understand the importance of warming up. • I know the value of exercise outside of school day. • I can devise an effective warm up for gymnastics 	<p>DANCE</p> <ul style="list-style-type: none"> • I can explore, improvise and combine movement ideas fluently and effectively. • I can understand how a dance is formed and performed. • I can evaluate, refine and develop my own and others' work. 	<p>NET AND WALL GAMES</p> <ul style="list-style-type: none"> • I can devise a scoring system. • I can hit the ball in the court away from opponent, know how to outwit them using speed height and direction of ball. • I know where to stand when attacking and defending. • I can explain why participants including myself are playing well in the games. • I know what I need to get better at and what to practice. • I understand practices to help with precision, consistency and speed about the court.
	<p>STRIKING AND FIELDING</p> <ul style="list-style-type: none"> • I can use and adapt rules, strategies and tactics, using my knowledge of basic principles of batting and fielding. • I can evaluate strengths and weaknesses in my own and others' performances and suggest improvements. 	<p>MULTISKILLS AND ATHLETICS</p> <ul style="list-style-type: none"> • I can develop the consistency of my actions in a number of events. • I can increase the number of techniques that I use. • I can sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. • I can throw with greater control, accuracy and efficiency. • I can perform a range of jumps showing power, control and consistency at both take-off and landing. • I can understand why exercise is good for fitness, health and wellbeing. • I can say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. 	<p>OUTDOOR & ADVENTUROUS</p> <ul style="list-style-type: none"> • I can draw my own maps and plans and set trails for others to follow • I can use the eight points of the compass to orientate myself • I can plan before starting an orienteering challenge • I can help plan and share roles within the group based on each other's strengths • I can work increasingly well in groups where roles and responsibilities are understood • I can change roles or ideas if they are not working • I can recognise my own and others' feelings • I can recognise and talk about the dangers of tasks • I can recognise how to keep myself and others safe • I can plan strategies to solve problems/plan routes/follow trails/build shelters etc. • I can implement and refine strategies 	

			<ul style="list-style-type: none"> I can recognise what went well and why, what you would do differently next time <p>HOOKE COURT RESIDENTIAL OPPORTUNITY</p>
RELIGIOUS EDUCATION IOW locally agreed syllabus Living Difference 3	Autumn 1 Laws (C) Concept A Jesus the law breaker Autumn 2 Interpretation (C) Concept A Christmas - the two birth narratives	Spring 1 Ritual (I) Concept B Ramadan and Eid-ul-Fitr Spring 2 Resurrection (C) Concept C The Empty Cross	Summer 1 Ceremony (C/I) Concept B Death ceremonies Summer 2 Symbol (I) Concept B Flight
COMMUNICATE <ul style="list-style-type: none"> I can explain my own response to the human experience of the concepts explored. 	APPLY <ul style="list-style-type: none"> I can explain how my responses can be applied in my own life and the lives of others. 	ENQUIRE <ul style="list-style-type: none"> I can explain key concepts that are common to all people, as well as those that are common to many religions. I can describe some key concepts that are specific to the religions studied 	CONTEXTUALISE <ul style="list-style-type: none"> I can explain how these concepts are expressed within the beliefs or practises, of people living within specific religions.
PSHE/ RSE	ME AND MY RELATIONSHIPS Assertiveness. <ul style="list-style-type: none"> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Cooperation. <ul style="list-style-type: none"> I can give examples of negotiation and compromise. Safe/unsafe touches. <ul style="list-style-type: none"> I can explain what inappropriate touch is and give example. 	KEEPING MYSELF SAFE Staying safe online <ul style="list-style-type: none"> I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this Drugs: norms and risks (including the law) <ul style="list-style-type: none"> I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). 	BEING MY BEST Aspirations and goal setting <ul style="list-style-type: none"> I can tell you how I can overcome problems and challenges on the way to achieving my goals. Managing risk <ul style="list-style-type: none"> I can give examples of an emotional risk and a physical risk.
	VALUING DIFFERENCE Recognising and reflecting on prejudice-based bullying. <ul style="list-style-type: none"> I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Understanding Bystander behaviour. <ul style="list-style-type: none"> I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. 	RIGHTS AND RESPONSIBILITIES Understanding media bias, including social media <ul style="list-style-type: none"> I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Caring: communities and the environment <ul style="list-style-type: none"> I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. Earning and saving money <ul style="list-style-type: none"> I can explain the advantages and disadvantages of different ways of saving money. 	GROWING AND CHANGING Keeping safe <ul style="list-style-type: none"> I can give an example of a secret that should be shared with a trusted adult. Body Image <ul style="list-style-type: none"> I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. Self esteem <ul style="list-style-type: none"> I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

