Year Six Term 6 Americas		
English		**Reading for Enjoyment**
	Poetry – T.S Elliot Cats Recite poem **Non-chronological/ Explanation** linked to coasts **Year 6 end of year performance**	Journey to the River Sea
Mathematics	• Measurement – mass and volume/capacity • Mental and written calculations • Fractions • Place value and decimals • 2D and 3D shape	
Science	No science	
History	**A Non-European study - Mayan Civilisation – link to cultural week** **Chronological understanding** • To say where a period of history fits on a timeline • Place a specific event in a timeline by decade • Place features of historical events and people from past societies and periods in a chronological framework **Knowledge and interpretation** • Summarise main events from a specific period in history explaining the order in which key events happened. • Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently. • Describe features of historical events and people from past societies and periods they have studied. • Recognise and describe differences and similarities/changes and continuity between different periods of history. **Historical enquiry** • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • Suggest why there ay be different interpretations of events • Pose and answer own historical questions **Challenging** • *To pose and answer their own historical questions* • *Suggest why there may be different interpretations of events.* • *Suggest why certain events might be seen as more significant than others.* • *Suggest relationships between causes in history* • *Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?* • *Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them.*	
Geography	**Coasts - field trip to Margate and Kingsgate beaches.** **Geographical enquiry** • Confidently explain scale and use maps with a range of scales • Name and locate counties and cities of the United kingdom • Choose the best way to collect information needed and decide the most appropriate units of measure? • Make careful measurements and use the data • Use |OS ,maps to answer questions • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like • Define geographical questions to guide own research • Use a range of resources to answer questions • Accurately use 4 and 6 figure grid reference • Use 8 points of a compass • Use field work to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digial technology **Physical** • Give extended descriptions of the physical features of different places around the world • Describe how some places are similar and others are different in relation to their human features • Sketch maps while carrying out a field study • Understand the term sustainable development – use it in different contexts **Human geography** • Give extended description of the human features of the different places around the world • Map land use with own criteria • Describe how some places are similar and different in relation to their physical features. • Explain how human activity has caused an environment to change • Analyse population data on two settlements and report on findings and questions raised **Geographical knowledge** • Recognise key symbols on ordnance survey maps	

	Children to give a presentation – compare Margate/Kingsgate beaches human impact
	North America - mountains **Geographical Enquiry** • Confidently explain scale and use maps with a range of scales • Use OS maps to answer questions • Use maps, aerial photos, plans and web resources to describe what a place might be like • Define geographical questions to guide their research • Use a range of self-selected resources to answer questions – maps, atlases, globes, digital computer mapping to locate countries and describe features**Physical Geography** • Can they give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4 figure grid reference • Plan a journey to another part of the world which takes into account time zones • Do they understand sustainable development? Can they use it in different contexts? **Human Geography** • Explain why people are attracted to live by mountains • Give an extended description of the human features of different places around the world • Describe how some places are similar and others are different in relation to their physical features • Describe how human activity has caused an environment to change **Geographical knowledge** • Recognise the key symbols used on ordnance survey maps • Identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antartic circles • Explain how time zones work • Name the main lines of latitude and longitude • Locate USA and Canada on a world map and atlas • Name the continents of the world • Name the largest mountain in the world
Computing	**Algorithms and programs Programme:Scratch** • Focus: explain how an algorithm works • Detect errors in a program and correct them • Use an ICT program to control a number of events for an external advice • Explore 'what if' questions by planning different scenarios for controlled devices • Check and refine a series of instructions. • *NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.* • *Use sequence, selection and repetition in programs; work with variables and various forms of input and output.* • *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.*
Religious Education	**How could we create a leavers celebration?** • How do you feel when you look forward in your life? • What are you looking forward to in life? • What special things will we remember about our primary school? • How will others remember us? • What songs and symbols will help us to say goodbye? • What kind of world would you like to live in? • What would you like to do in the world?
Physical Education	**Games – Tennis** **Acquiring and developing skills** • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? **Coach – Rounders** **Acquiring and developing skills** • Can they explain complicated rules?

		• Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? **Swimming** • Can they swim between 50 and 100 metres? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they recognize how swimming affects their body, and pace their efforts to meet different challenges? • Can the suggest activities and practices to help improve their own practice?
Art and Design		**What a Performance** **Sketch Books** • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and texts based research of commercial design, for example magazines etc to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? **3D** • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? **Mouldable materials – 3D models** • Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience?
Design and technology		**Electrical and mechanical components – Fairground rides** • Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product? **Stiff and flexible materials** • Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product?
Music		• Can they use a variety of different musical devices in their composition? (including melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? • *Can they show how a small change of tempo can make a piece of music more effective?* • *Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?*
French		**Listening and responding** • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? **Speaking** • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? **Reading and responding** • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? **Writing** • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?
PSHE		**e-safety lesson** **Changing Me (including sex education)**
	My self image	Do they understand that everyone is unique and special?
	Puberty	Can they express how they feel when change happens?
	Girl talk/boy talk	Do they understand and respect the changes that they see in themselves?

	Babies- Conception to birth **Attraction** **Transition to secondary school**	Do they understand and respect the changes that they see in other people? Do they know who to ask for help if they are worried about change? Are they looking forward to change?
Enrichment	- Margate/Kingsgate - British Museum - Mayans - Swimming top up sessions - Focus Weeks Cultural/refugee/PE Week - School nurse – sex education - Transition - End of year production	