

Art: Craft and Design: Photo Opportunity We will be learning to: • Understand what photomontage is and recognise how artists use photography. • Demonstrate a good knowledge of effective composition. • Use recording devices and available editing software, reflecting an artist’s style. • Demonstrate a confident understanding of Edward Weston’s style through their artistic choices. • Draw an accurately measured grid, understanding how it can support them with their drawing. • Create a final painting or drawing with tonal differences that create a photo-realistic effect.	Year 6 Autumn 1	Science: Classification of Living Things We will be learning about: • How living things are classified into broad groups • Investigating similarities and differences, including micro-organisms, plants and animals • Giving reasons for classifying plants and animals • Planning different types of scientific enquiries to answer questions • Recording data and results of increasing complexity • presenting findings from enquiries, including conclusions.
RE: Creation & Science ~ We will be learning to: • Identify what type of text some Christians say Genesis 1 is, & its purpose • Taking account of the context, suggest what Genesis 1 might mean, & compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations • Make clear connections between Genesis 1 & Christian belief about God as Creator • Show understanding of why many Christians find science & faith go together • Identify key ideas arising from their study of Genesis 1 & comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	Computing: Digital Citizenship We will be learning about: • Discrimination online • Online issues that may make us feel uncomfortable, sad, worried or scared • How to get help both on & offline • How to support the wellbeing of others online • Cyber bullying • Age-related regulations on games & technology • The impact of technology on health • App permissions	History: World War II- The Home Front & Evacuation We will be learning about: • What World War II was and why it began • Life in Britain during the war • How children’s lives were affected during World War II • Key events and turning points of the war • The role of propaganda • How people helped the war effort on the Home Front • The impact of World War II on Britain and the wider world • What World War II taught us and why it is remembered today
PE: Agility, Balance and Co-Ordination We will be learning to: • Adapt movements in response to other children's actions, movements/locations • Negotiate space within a game to make quick decisions. • Apply a range of skills that could offset defenders	Music: Rhythmic Devices & Structure Unit: We’ve Got Rhythm We will be learning to: • Explore & perform rhythms in different time signatures, including 4/4, 3/4, & 6/8 • Read & perform rhythms using graphic notation • Perform rhythmic canons, rounds, & call-&-response patterns • Create & perform rhythmic patterns & polyrhythms using body percussion, instruments, & cups • Compose & perform raps with attention to rhythm, structure, articulation, & expression • Learn about musical genres & traditions including African drumming Latin rhythms, & samba • Evaluate & improve performances	French: Everyday Life We will be learning to: • Recall phrases about feelings • Recall phrases & give opinions about school • Recall, read & write numbers 1 - 60 • Understand o’clock time • Recall information about a daily routine • Ask & answer questions about a daily routine

PSHE & Relationships Education:

My healthy self: How do my choices today shape my future health?

We will be learning about:

- Describe how brushing, flossing & limiting sugar over time can protect teeth.
- Interpret traffic light food labels & select healthier swaps for a balanced diet
- Explain how past experiences can influence strong & complex feelings.
- Choose helpful ways to regulate strong feelings.
- Explain the difference between a growth mindset & a fixed mindset.
- Suggest positive ways to respond to challenges & setbacks.
- Explain how unkind behaviour, including bullying, can affect self-esteem & how to support others.

UNCRC Articles



Every child has the right to:

Article 13: be free to say what they think and to seek and receive all kinds of information

Article 14: think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights

Article 16: privacy

Article 29: develop their personality, talents & abilities to the full, as well as their respect for human rights and the environment

Article 31: relax, play and take part in a range of artistic activities

British Values

Every child will develop:



- a sense of enjoyment and fascination in learning about themselves, others and the world around them
- a willingness to participate in a range of artistic, sporting and cultural opportunities
- an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- their ability to recognise the difference between right and wrong
- an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity