

DT: Textiles Waistcoats

We will be learning to:



- Consider a range of factors in their design criteria and use this to create a waistcoat design.
- Use a template to mark and cut out a design.
- Use a running stitch to join fabric to make a functional waistcoat.
- Attach a secure fastening, as well as decorative objects.
- Evaluate their final product

PE: Gymnastics

We will be learning to:

- Combine & perform gymnastic actions using the whole body adapting movements & balances to a routine so they fit into a sequence.
- Explain ways to improve their own performance in order to achieve their personal best.
- Perform sequences on multiple levels using space expressively.

Computing: Digital Literacy

We will be learning about:

- Choosing, selecting & using a combination of software to present work
- Selecting appropriate tools independently & explaining choices
- Explaining how work has been edited & improved to suit the audience
- Creating film clips adding images, special effects, music & voice over



Year 6 Autumn 2

Science: Evolution & Inheritance

We will be learning about:

- How fossils provide information about living things
- How living things produce offspring of the same kind, but normally offspring vary & are not identical to their parent e.g. cross breeding
- How variation over time can affect survival rates
- How animals & plants are adapted to suit their environment
- Charles Darwin & Alfred Wallace - evolution theories



Geography: Antarctica & Extreme Earth

We will be learning about:

- Environmental, physical & Human features of Antarctica
- Exploring the effects of global warming & tourism in Antarctica
- Exploring the Earth's climate zones & areas of extreme weather
- Researching the distribution of water across the world
- Understanding & explaining the different types of extreme weather & why they occur
- Researching & explaining how earthquakes & tsunamis are caused & measured
- Understanding how volcanoes are formed



PSHE & Relationships Education:

Connecting with others: What does it mean to stand up for myself & others?

We will be learning to:

- Explain how values guide behaviour choices.
- Set a personal growth goal & list at least two clear first steps.
- Identify behaviours that should change in disrespectful situations & name a specific respectful alternative for each.
- Apply respectful behaviours in school, in public places, & online during activities.
- Describe what a personal boundary is & how it can change.
- Explain how crossing someone's boundary, even as a joke, can harm trust.
- Apply consent language to model an appropriate response when a boundary is crossed.
- Identify stereotypes or discrimination accurately within the given scenarios.
- Choose & justify a safe response to bullying in person & online, including what they would say or do.
- Name trusted adults in & out of school & describe what they would tell them when asking for help.

Music: 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: Where I live, where you live

We will be learning to:

- Name the rooms in a house
- Describe rooms in a house
- Read & understand stories
- Write a description of a house
- Recognise nouns for jobs



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

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

RE: How does faith help us when life gets hard?

We will be learning to:

- Describe at least three examples of ways in which religions guide people in how to respond to good & hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing & explaining similarities & differences
- Make clear connections between what people believe about God & how they respond to challenges in life (e.g. suffering, bereavement)
- Give examples of ways in which beliefs about resurrection/judgement/ heaven/karma/reincarnation make a difference to how someone lives
- Interpret a range of artistic expressions of afterlife, offering & explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence & example, expressing insights of their own.