

Science	Key Skills
<b>Working scientifically</b>	<p>I can plan different types of scientific enquiry</p> <p>I can control variables in an enquiry</p> <p>I can measure accurately and precisely using a range of equipment</p> <p>I can record data and results using scientific diagrams and labels</p> <p>I can use the outcome of test results to make predictions and set up a further comparative test</p>
<b>Electricity</b>	<p>Explain how light travels</p> <p>Know how reflection helps us to see things</p> <p>Explain how and why we see things</p> <p>Explain how shadows are formed</p>

English
<p><b>Talk For Writing</b></p> <p><b>Finding Plot story:</b></p> <p><b>Innovated write:</b></p> <p>Children will recycle the plot to write a new story based on the plot from Adventure at Sandy Cove by Pie Corbett</p> <p><b>Independent write:</b></p> <p>Children will write their own adventure story with their own plot</p> <p><b>Grammar:</b></p> <p>Revision and securing knowledge and understanding of the KS2 grammar and spelling curriculum</p>

History	Key Skills
<b>Crime and Punishment</b>	<p>Make links between different periods in history, spotting similarities, differences and changes</p> <p>Generate and answer questions about a specific period in history</p> <p>Use sources as evidence to find out about the past</p> <p>See that some changes lead to others</p> <p>Understand that people's experiences varied depending on status</p> <p>Use period specific detail to make my work more authentic and detailed</p> <p>Place features of historical events and people from past societies and periods in a chronological framework.</p>

**Year 6 – Summer Term 1**

**Crime and Punishment**

**Subjects and skills**

DT	Key Skills
<b>Electrical systems</b>	<p>Research and analyse a range of children's toys</p> <p>Develop ideas for a steady hand game</p> <p>Design a game</p> <p>Select and use tools, equipment, materials and components to construct a stable base for the game to stand on</p> <p>Construct a working circuit with a sensor</p> <p>Evaluate a finished product</p>

PE	Key Skills
<b>Rounders Sport Ed Athletics</b>	<p>The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills.</p>

Maths
<p>We follow the National Curriculum Year 6 Programme of Study in Maths.</p> <p>Topics for this half term include:</p> <p>Revision of key areas for end of KS2 SATs tests</p> <p>Arithmetic—securing knowledge and understanding of KS2 skills</p>

French	Key Skills
<b>Weather Les fetes Plurals Numbers to 60 Instructions</b>	<p>Use correct grammar , verbs and vocabulary to write, speak and give opinions all about holidays.</p>

RSHE	Key Skills
<b>My Feelings</b>	<p>Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p>
<b>My Body</b>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</p>
<b>My Relationships</b>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p>
<b>The Five Ways to Mental Well-being</b>	<p>Wellbeing Lessons and activities linked to:</p>

Music	Key Skills
<b>Ukulele</b>	<p>I can play and perform with accuracy</p> <p>I can use what I know to create an 8 bar composition</p> <p>I can play and perform with rhythm</p> <p>I understand dynamics</p> <p>I can strum with accuracy, fluency, control and expression</p> <p>I can think about the audience and create a specific effect when performing.</p> <p>I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>I can maintain my own part and be aware how the different parts fit together.</p> <p>I can recognise and use a range of musical notations including staff notation.</p> <p>I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a given range of musical structure</p>

RE	Key Skills
<b>Is believing in God reasonable?</b>	<p>Have an understanding of what it means to be an atheist, or agnostic towards God</p> <p>Have an understanding of the evidence that suggests God exists</p> <p>Have an understanding of how scientific explanation can affect whether people believe in God</p> <p>Have an understanding of how bad things happening in the world can affect people's beliefs in God</p>

Computing	Key Skills
<b>3D Modelling</b>	<p>To use digital tools to modify a 3D object</p> <p>Identify the 3D shapes needed to create a model of a real-world object</p> <p>Plan, select, move, resize, change colour, rotate , duplicate, assess and identify improvements and delete a digital 3D shape</p>
<b>Online safety</b>	