

DT	Key Skills
Electrical toys	<p>Research and analyse a range of children's toys</p> <p>Develop ideas for a steady hand game</p> <p>Create a design that reflects the design criteria. Describe the user, purpose and design features of my product and how it will work. Understand that materials have functional and aesthetic qualities.</p> <p>Select and use tools, equipment, materials and components to construct</p> <p>Construct a working circuit with a sensor.</p> <p>Evaluate a finished product.</p>

English
<p>Talk for writing:</p> <p>T4W unit- Autobiography</p> <p><u>Narrative including character and setting description</u></p> <p>The Lighthouse :</p> <p><u>Narrative including shift in voice:</u></p> <p>The Island by Armin Greder</p> <p><u>Instructional writing:</u></p> <p>The Island by Armin Greder</p> <p><u>Guided reading</u></p> <p>Floodlands by Marcus Sedgwick</p>

Science	Key Skills
Working scientifically	<p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>I can use diagrams to present findings</p> <p>I can make predictions</p> <p>I can make conclusions and explain relationships/differences in results</p>
I am a Scientist!	<p>Plan an investigation considering variables and measurements taken.</p> <p>Use the outcome of test results to make predictions and set up a further comparative fair test.</p> <p>Explain a conclusion from an enquiry.</p>

Year 6
Summer Term 2
Subjects and skills

Music	Key Skills
Ukulele	<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>

Maths
<p>We follow the National Curriculum Year 6 Programme of Study in Maths. Topics for this half term include Place value, addition, subtraction, multiplication and division</p>

History	Key Skills
Crime and Punishment	<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>

Computing	Key Skills
Online safety	<p>To be able to explain how a website protects private information.</p> <p>Create a program to run on a controllable device</p>
Programming – Sensing	

French	Key Skills
<p>Le cirque</p> <p>French speaking countries</p> <p>Negative form</p> <p>Clothing</p>	<p>Understand the names of rooms in the house.</p> <p>Describe a room using adjectives.</p> <p>Describe actions – place and time.</p>

RE	Key Skills
Philosophy	<p>Understand what philosophy is -where/when it originated</p> <p>Analyse and evaluate philosophical answers to questions about the world and existence.</p> <p>Analyse and evaluate different ways in which philosophers understand abstract concepts.</p>

RSHE and Paths	Key Skills
<p>PATHS—Transitions</p> <p>Looking back, Looking Forward</p> <p>Coverage of YEAR 6 statutory RSE curriculum</p>	<p>I can: reflect and celebrate achievements, identify strengths and areas for improvement, set high aspirations and goals</p> <p>Understand good and not so good feelings and explain both the range and intensity of my feelings</p> <p>recognise conflicting emotions and when I might need to listen to, or overcome these</p>

PE	Key Skills
<p>Sport Ed</p> <p>OAA</p> <p>Rounders</p>	<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>