



Year 6 Spring term Natural vs Supernatural

This theme has been designed to inspire our children to find out more about the creatures we share our planet with and the types of environment in which they live. We will explore how living things have evolved and how we as humans reproduce. To enhance the topic, "Zoolab" has been invited to provide a practical workshop to bring our learning to life. In contrast, we will be exploring the supernatural in our English lessons, through film and stories. Titanium and Alma allows the children to create suspense in their narratives as well as giving the opportunity for them to write a police incident report for a supernatural event that has occurred in high school.

During relationship and sex education, children continue to learn about the emotional changes that occur as they go through puberty and begin to learn about different loving relationships.

Science

- I can recognise that living things have changed over time
- I can explain that fossils provide information about living things that inhabited the Earth millions of years ago
- I can recognise that living things produce offspring (not identical to their parents)
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- I can find out about the work of palaeontologists such as Mary Anning
- I can discuss how Charles Darwin's ideas have shaped our view of evolution
- I can describe how living things are classified into broad groups according to common observable characteristics
- I can give reasons for classifying plants and animals based on specific characteristics

Computing

- I can use technology creatively to present digital content
- I can be a responsible, competent, confident and creative user of information and communication technology.

PSHE- Relationships and Sex education

- I can use scientific vocabulary when talking about the human body.
- I can discuss changes my body will go through and I know what to expect.
- I can explain how to look after my changing body.
- I can explain how to protect my body and stay safe. I can explain what self-esteem is.
- I can describe what makes my self-esteem go up as well as down.
- I can identify my triggers and know how to manage them.
- I can explain and understand how some images online can be altered.
- I can explain why people alter images.
- I can use scientific vocabulary when talking about puberty and changes.
- I can discuss the emotional changes I might experience and know what to expect.
- I can talk about where to get help and advice if I need it.
- I can explain the term 'body image'.

PSHE- Relationships and Sex education (continued)

- I can name some things that affect the way we see ourselves.
 - I can discuss how people have different bodies and can look very different from one another and that this is a good thing.
 - I can discuss the terms associated with love, relationships and sexual orientation and explain what they mean.
 - I can appreciate that people differ in terms of sexual orientation and who they love.
 - I can describe what makes a loving relationship.
- Optional**
- I can describe the terms 'sexual relationship' and 'sexual intercourse'.
 - I can explain who can have a sexual relationship, according to the law.
 - I can explain what an STI is and I know how these can be prevented.
 - I can use the appropriate scientific vocabulary when talking about human reproduction.
 - I can explain what contraception is.
 - I can describe how a baby grows inside the womb.



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Natural vs Supernatural

Art and design

- I can show my understanding of one-point perspective by creating a picture demonstrating this technique
- I can look at the work of modern-day architects in the creation of city skylines
- I can further practise the techniques I have been taught in drawing a human body using the correct proportions, with the body in an action pose.
- I can increase my observational drawing and painting by following the techniques taught me to actually draw/paint what I see.
- I can further my needlework skills by choosing stitches and techniques to create a stitched felt flower.

Languages

- I can use transactional language to order something from a café.
- I can use a dictionary to find words I do not know.
- I can take part in simple conversation and express opinions.
- I can confidently find words I know in an unknown text.
- I can name different parts of a sentence.
- I can use a modal verb.
- I can use some verbs in the plural.

Religious Education

- I can identify which part of the Holy Week story the events are from
- I can correctly sequence the events leading up to Easter Sunday
- Evaluate which events might be the most important for Christians today
- I can imagine what feelings Jesus' followers would have
- I can make links between my own feelings and the followers in the story
- I can interpret the meaning of some Christian symbols
- I can say why Christians use the cross as an Easter symbol
- I can evaluate the symbols and say which ones might be most important to Christians today
- I can design my own symbol of the meaning of Easter for Christians

Dance

- I can confidently use a stimulus to explore different movement ideas
- I can structure movement patterns into sequential, choreographed dance phrases
 - I can assuredly perform a choreographed dance using a range of movement patterns within the context of 'West Side Story'
 - I can evaluate my dance phrases and improve them based on feedback and reflection
 - I can compare my performances with previous ones and demonstrate improvement to achieve my personal best

Music

GLOCKENSPIELS (3)

- I can, with growing confidence, play the notes C, D, E, and G in complex musical compositions on the glockenspiel
- I can play and perform, using my voice and playing the glockenspiel, with increasing accuracy, fluency, control and expression
- I can use musical sounds creatively by changing, organising and controlling them in composition.
- I can use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- I can read the musical staff and can work out the notes, EGBDF and FACE
- I can listen with attention to detail and recall sounds with increasing aural memory

SOUTH AMERICAN DRUMMING WORKSHOP:

- I can follow and copy simple Samba drumming rhythms at my South American Drumming workshop
- I can demonstrate excellent listening skills and be aware of others and myself as a performer
- I can enthusiastically participate in my South American drumming workshop and combine drumming patterns, culminating in a confident whole year group performance