

YEAR 6 : Autumn 1 – The Vile Victorians

Events Crucial Crew Parents Evening Golden Mile	RE & Values September: Thoughtfulness /Responsibility Oct: Freedom / Tolerance
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Computing – Robotics and Systems
To identify automatic control systems, understanding that many have sensors and can respond to changes in conditions around them.
To understand that we abstraction to help us understand natural systems.
To review the need for efficient program design.
To understand that a variable is used in computer programming to stand for a value to be input when the program is run.
To understand programs can control computer screen displays.
To use sequence, selection and repetition in programming an onscreen game or activity.
To understand adding comments to programs aids understanding and support future development.
To know automated systems are programmed to respond to inputs from sensors and use this data when controlling output devices.
To know we can review and refine programs to improve them.
To understand the need to save drafts and act on critical review to evaluate and improve their work.
To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures.
To understand some of the ways they can use to report concerns about content and contact.
To be proactive in keeping electronic/other data secure, protecting personal information and encouraging eSafe practice in others.

PE
PE - Gym
Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
Adapts sequences to include a partner or a small group.
Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
Draw on what they know about strategy, tactics and composition when performing and evaluating.
Analyse and comment on skills and techniques and how these are applied in their own and others' work.

Topic: Victorians
Science:
Evolution and Inheritance
Recognise variation in different species (e.g. dogs, horses).
Recognise that offspring have some of the features of their parents.
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Recognise that animals have to compete for food.
Describe how animals avoid predators (e.g. speed, camouflage).
Describe how animals and plants are adapted to their environments.
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Explain how being well adapted to an environment means an organism is more likely to survive.
Explain that animals which are better adapted to an environment are more likely to survive, reproduce and pass on characteristics to their offspring meaning the animal species will gradually change and evolve (giraffe with the tallest neck could reach more leaves to feed on).
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
Explain why we do not have a complete fossil record.
Describe the story of the peppered moth and how this provides evidence for natural selection.
Explain how antibiotic resistant bacteria provide evidence for natural selection.
Explain why we can see evidence for natural selection in fast reproducing organisms like bacteria (e.g. antibiotic resistant bacteria and pesticide resistant insects).
Explain how the introduction of a new species to an isolated environment can effect native species (e.g. Dodo, Kakapo or Stephen's island wren) compare the ideas of Darwin and Lamarck on evolution.
Sex Education:
History:
Historical interpretation
Understands that the past has been represented in different ways.
Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.
Identifies how any of above may have changed during a time period.
Gives own reasons why changes may have occurred, backed up with evidence.
Shows identified changes on a timeline.
Describes similarities and differences between some people, events and objects studied.
Describes how some changes affect life today.
Makes links between some features of past societies.
Art:

Uses more complex gym vocabulary to describe how to improve and refine performances.
 Develops strength, technique and flexibility throughout performances.

PE – Games
 Vary skills, actions and ideas and link these in ways that suit the games activity.
 Shows confidence in using ball skills in various ways, and can link these together.
 Uses skills with co-ordination, control and fluency.
 Takes part in competitive games with a strong understanding of tactics and composition.
 Can create their own games using knowledge and skills.
 Can make suggestions as to what resources can be used to differentiate a game.
 Apply basic skills for attacking and defending.
 Uses running, jumping, throwing and catching in isolation and combination.

PE – Evaluation
 Watches and describes performances accurately.
 Learn from others how they can improve their skills.
 Comment on tactics and techniques to help improve performances.
 Make suggestions on how to improve their work, commenting on similarities and differences.

Music
Responding and reviewing (appraising)
 Know how the other dimensions of music are sprinkled through songs and pieces of music.
 Use musical vocabulary confidently to describe music.
 Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.
 Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.
 Refine and improve own/ others' work.



Generic Skills
 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
 Question and make thoughtful observations about starting points and select ideas to use in their work.
 Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
 Adapt their work according to their views and describe how they might develop it further.
 Annotate work in sketchbook.

D&T
Developing, Planning and Communicating Ideas
 Investigate products/images to collect ideas
 Sketch and model alternative ideas
 Develop one idea in depth
 Combine modelling and drawing to refine ideas
 Plan the sequence of work using a storyboard
 Record ideas using annotated cross-sectional and exploded diagrams
 Use models, kits and drawings to help formulate design ideas
 Make prototypes & pattern pieces
 Use found information to inform decisions
 Use a computer to model ideas
 Draw plans which can be read/ followed by someone else
 Give a report using correct technical vocabulary

Construction
 Use bradawl to mark hole positions
 Use hand drill to drill tight and loose fit hole
 Cut strip wood, dowel, square section wood accurately to 1mm
 Join materials using appropriate methods
 Incorporate motor and a switch into a model
 Control a model using an ICT control programme
 Use a cam to make an up and down mechanism.
 Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms
 Use glue gun with close supervision

French
Listening:
 Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing
 an announcement

Speaking
 Take part in a simple conversation.
 Express an opinion.
 Know how to pronounce a range of letter strings.

	<p>Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.</p>
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