

**YEAR 6 : Autumn 2 – The Vile Victorians**

**Events**  
Golden Mile  
KS 2 Open Classrooms

**RE & Values**  
Light as a symbol  
Nov: Unity / Courage  
Dec: Humility / Appreciation

**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.*

**Computing – Digital communication**

To understand 3D graphical modelling enables us to explore objects which may not exist, or could be difficult to observe in other ways.  
To understand that digital graphical tools can support the creation of models, enabling them to be explored and developed in 3D.  
To understand that every computer needs an operating system to manage a wide range of processes.  
To analyse/evaluate digital films and animations, considering how they are used to inform, persuade and entertain audiences.  
To understand film/animation can be stored, shared and published locally and online, but that this sharing may not be appropriate.  
To understand the stages in producing a live film. In groups.  
To understand the need to test and review their work with an audience.  
To develop ways to use animation to meet specific audience needs.  
To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures.  
To save drafts of their work and use these to support critical review in which they evaluate and improve their work.  
To demonstrate understanding of the rules around copyright, ownership and plagiarism and to apply these across their computing work.  
To understand some of the ways they can use to report concerns about content and contact.

**PE**

**PE - Dance**

Exaggerate dance movements and motifs (using expression when moving)  
Performs with confidence, using a range of movement patterns.  
Demonstrates a strong imagination when creating own dance sequences and motifs.  
Demonstrates strong movements throughout a dance sequence.  
Combines flexibility, techniques and movements to create a fluent sequence.  
Moves appropriately and with the required style in relation to the stimulus.  
e.g using various levels, ways of travelling and motifs.  
Beginning to show a change of pace and timing in their movements.  
Is able to move to the beat accurately in dance sequences.  
Improvises with confidence, still demonstrating fluency across their sequence.

**History:**

Knowledge and understanding of past events, people and changes in the past  
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:**

**Drawing**

Dances with fluency, linking all movements and ensuring they flow.  
Demonstrates consistent precision when performing dance sequences.  
Modifies parts of a sequence as a result of self and peer evaluation.  
Uses more complex dance vocabulary to compare and improve work.

#### **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

##### **Listening and applying knowledge and understanding**

Use increased aural memory to recall sounds accurately.  
Use knowledge of musical dimensions to know how to best combine them.  
Know and use standard musical notation to perform and record own music (adding dotted quavers).



Experiment with wet media to make different marks, lines, patterns, textures and shapes.  
Explore colour mixing and blending techniques with coloured pencils.  
Use different techniques for different purposes i.e. shading, hatching within their own work.  
Start to develop their own style using tonal contrast and mixed media

#### **Perspective and Composition**

Begin to use simple perspective in their work using a single focal point and horizon.  
Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  
Show an awareness of how paintings are created ie. Composition

#### **Printing**

Create printing blocks by simplifying an initial sketch book idea  
Use relief or impressed method  
Create prints with three overlays  
Work into prints with a range of media e.g. pens, colour pens and paints

#### **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

#### **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. 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.