

Autumn Term Year 6

All subjects are directly linked to the National Curriculum's programmes of study.

We'll Meet Again

Computing	PE	PSHRE	MFL	Music
<p>Communicating - Word Processing</p> <p><u>Subject Endpoints</u> <u>Skills</u> Use all the skills learnt in Year 3, 4 and 5 in a given number of situations. Use the templates to create a finished document.</p> <p><u>Knowledge</u> Create a text which includes a range of elements for a specific purpose.</p> <p>Finding Out – Searching for Information</p> <p><u>Subject Endpoints</u> <u>Skills</u> Explain what the Internet and World Wide Web are and how they work. Say what we shouldn't share on the World Wide Web. Use the internet to search for information on the World Wide Web safely and effectively. Identify a range of ways to report concerns about content and contact.</p> <p><u>Knowledge</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Computing - Create a webpage using HTML</p> <p><u>Subject Endpoints</u> <u>Skills</u> Explain that webpages are written using HTML. Write and debug a program using HTML tags to create a webpage.</p> <p><u>Knowledge</u> Code a webpage using HTML.</p> <p>Online Safety We follow 'Education for a Connected World'. Copyright and Ownership.</p> <p><u>Knowledge</u> Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p> <p>Managing Online Information</p> <p><u>Knowledge</u> Understand how online information is found, viewed and interpreted. Have strategies for effective searching, critical evaluation and ethical publishing.</p>	<p>Play competitive games: Tag Rugby.</p> <p><u>Subject Endpoints</u> <u>Skills</u> Improve ball handling skills and become more confident holding and moving with the ball. Know about the importance of agility and evading defending players. Gain an understanding of the need to move into space in order to keep possession of the ball. Understand the importance of finding space and playing in assigned positions.</p> <p><u>Knowledge</u> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Play competitive games: Handball.</p> <p><u>Subject Endpoints</u> <u>Skills</u> Improve ball handling skills and become more confident holding and moving with the ball. Continue to improve and expand a range of passing techniques. Communicate with teammates in order to achieve a common goal. Use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>Knowledge</u> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Indoor Athletics (Sportshall Athletics)</p> <p><u>Subject Endpoints:</u> <u>Skills</u> To develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Knowledge</u> Compete with other children working at a similar level. Develop an understanding of how to improve in different physical activities.</p> <p>Dance</p> <p><u>Subject Endpoints:</u> <u>Skills</u> Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment. To copy and adapt different step patterns and gestures on own, with a partner and in a group.</p> <p><u>Knowledge</u> To confidently perform dances with a range of movement patterns. To communicate with other children in order to create and refine performances.</p>	<p>Relationships –TEAM</p> <p><u>Subject Endpoints</u> <u>Skills</u> Focus on the positive qualities of a team. To communicate effectively. How to disagree respectfully. How to compromise to ensure that a group task is completed successfully.</p> <p><u>Knowledge</u> To realise the importance of how to care for team members and the shared responsibilities a team has.</p> <p>Health and Wellbeing- DARE Programme (Year 6)</p> <p>Key Topics Illegal and legal drugs including alcohol, tobacco, solvents, prescription drugs. Hate crime covering difference, prejudice and respect. Knife crime including the law, safety and risks and consequences.</p> <p>Living in the Wider World – Britain</p> <p><u>Subject Endpoints</u> <u>Skills</u> To know that Britain represents a wide range of faiths and ethnicities. Know that British Values support all. Know about the law and the consequences for not following it. Identify the roles of local and national government. To know the role of charities and voluntary groups in British society.</p> <p><u>Knowledge</u> Identify how to make a positive contribution to the community.</p>	<p>French</p> <p><u>Subject Endpoints</u> <u>Skills</u> Listen to and understand the main points from a short spoken passage. Listen and speak with increasing confidence (converse briefly without prompts). Prepare and perform a short presentation. Read aloud with confidence, enjoyment and expression, in chorus or individually. Read and understand the main points – and some detail – from a short text. Write several sentences from memory and develop a short text using a model.</p> <p><u>Knowledge</u> Demonstrate an understanding of and respect for cultural diversity. Present information about an aspect of another country</p>	<p>Y6 Happy by Pharrell Williams</p> <p><u>Subject Endpoints</u> <u>Skills</u> Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p><u>Knowledge</u> Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm, tempo, timbre, texture, structure and pitch fit together.</p>

