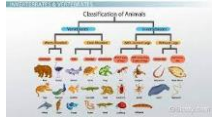



## Success Criteria for Year 6 Autumn Term

The following success criteria show the objectives that your child will be working on in specific subjects this term. Please support your child at home by having discussions about the different areas and vocabulary used. Computing statements are for the whole year.

<p style="text-align: center;"><b><u>Science</u></b> <b><u>Animals including Humans</u></b> Year 6</p>		
<ul style="list-style-type: none"><li>• Do I know that living things can be grouped into plants, animals and micro-organisms?</li></ul>		
<ul style="list-style-type: none"><li>• Do I understand the terms vertebrate and invertebrates?</li></ul>		
<ul style="list-style-type: none"><li>• Can I know group animals into vertebrates and invertebrates?</li></ul>		
<ul style="list-style-type: none"><li>• Do I know some of the common characteristics of the vertebrates' group - fish, amphibians, reptiles, birds, mammals?</li></ul>		
<ul style="list-style-type: none"><li>• Can I group invertebrates into insects, spiders, snails and worms?</li></ul>		
<ul style="list-style-type: none"><li>• Do I know plants can be grouped into flowering and non-flowering?</li></ul>		
<p style="text-align: center;"><b><u>Science</u></b> <b><u>Evolution and Inheritance</u></b> Year 6</p>		
<ul style="list-style-type: none"><li>• Can I define the terms evolution and inheritance?</li></ul>		
<ul style="list-style-type: none"><li>• Do I know that fossils provide information about living things that inhabited the Earth millions of years ago?</li></ul>		
<ul style="list-style-type: none"><li>• Can I recognise that living things have adapted and evolved over time to survive within the environment?</li></ul>		
<ul style="list-style-type: none"><li>• Do I understand that organisms reproduce and offspring inherit similar characteristics?</li></ul>		
<ul style="list-style-type: none"><li>• Do I know that variation exists within a population and between offspring of some plants?</li></ul>		

## History

### World War I



#### People

Who made alliances in WWI?

#### Place in History

What else was going on in the world at this time?

What role did America play in WWI?

#### Power

Why did Britain become involved in WWI?

#### Purpose

How did advances in the Industrial Revolution impact on the war?

How did WWI impact on the lives of people in Britain?



## Geography

### First World War

#### Year 6



- ☐ Can I locate European countries including, **UK, France, Italy, Germany, Austria, Hungary, Turkey, Russia**
- ☐ Can I recall the capital cities of these countries including, **Paris, Rome, Berlin, Vienna, Budapest, Ankara, Moscow**
- ☐ Can I understand how WW1 affected the UK economy
- ☐ Can I use maps, atlases and globes to identify these countries
- ☐ Can I use digital mapping to identify these countries




## Art

### World War 1

#### Year 6

- Use inspiration from notable artists, give detailed observations and reflect upon their work
- Research and learn about the work of Monet and Vincent Van Gogh (Poppies)
- Plan and design a sculpture, annotating what materials they will use

• Accurately cut materials using appropriate tools
• Use tools and materials to add shape, texture, pattern and detail
• Use appropriate techniques to join materials together
• Choose and combine different materials to create a realistic/life like appearance
• Justify their material choices
• Learn and use key vocabulary from this unit of work to demonstrate knowledge and understanding

	<p style="text-align: center;"><b>DT</b> <b>World War 1</b> <b>Year 6</b></p>
• Research the symbolism and significance of poppies in relation to World War 1 (Poppy appeal)	
• Experiment with using different materials to create an eye-catching badge design • Experiment with different shaping techniques- cutting, tearing, rolling, twisting, scrunching	
• Select appropriate tools and use them safely with precision to cut, shape, score and join materials accurately to create a desired finish	
• Measure and mark out materials accurately ready to cut and assemble using exact measurements (e.g., mm, cm...)	
• Create an exploded diagram to explain the making process	
• Use different finishing techniques to add colour and detail to make their badge appealing to their target user	
• Work with peers to make marketing materials for their badges, utilise skills of peers to delegate roles (team work)	
• Self-assess their own work and consider the views of others when evaluating	
• Improve their building based on their own evaluation and peer feedback	

# SPANISH

Year 6

Term 1



- Can I name free time activities in Spanish?
- Can I use the Spanish alphabet to spell names containing accents?
- Can I name a range of family members and pets?
- Can I name different jobs in Spanish?
- Can I name different body parts in Spanish?
- Can I describe my hair and eyes in Spanish?
- Can I name different clothes in Spanish?
- Can I use the verb 'estar' to ask and answer a question about feelings?



## MUSIC - Harvest!

Autumn

Year 6



- Sing or play expressively and creatively in unison and canon to an audience
- Listen to and evaluate both recorded and live music using specialist vocabulary (using The 8 Elements of Music)
- Understand what the pentatonic scale is (C, D, E, G, A)



## PSHE

### Go-Givers

### Year 6

- To understand human rights and why they are important - *Go-Givers: "What are human rights?"*
- To explore rights, conflict and resolution - *Go-Givers: "Conflicting rights"*
- To learn the term immigration and the responses to it - *No Outsiders: "6.1 King of the Sky"*
- To understand what is meant by freedom of speech and the outcomes - *No Outsiders: "6.2 The Only Way is Badger"*
- To learn the term migration and reasons for the movement - *Go-Givers: "Migration"*
- To understand the term society and consider the benefits of living in one - *Go-Givers: "Strong Societies"*
- To consider basic human rights and discrimination - *Go-Givers: "Martin Luther King - Sacrificing all for the dream"*
- To understand social and emotional wellbeing and coping strategies - *Anna Freud: "Talking Mental Health"*



## PE - Football

### Year 6



- Choose correct techniques in game situations (running, catching, passing, and kicking, etc.)
- Work alone, or with team mates in order to gain points or possession
- Defend and attack
- Choose the most appropriate tactics for the game
- Uphold the spirit of fair play and respect in all competitive situations
- Act as a good role model within a team
- Kick the football with accuracy
- Defend and attack tactically by anticipating direction of play
- Explain how to improve technique



## PE - Basketball

### Year 6



- Choose correct techniques in game situations (running, catching, passing, jumping, throwing and dribbling etc.)
- Work alone, or with team mates in order to gain points or possession
- Defend and attack
- Choose the most appropriate tactics for the game
- Uphold the spirit of fair play and respect in all competitive situations
- Act as a good role model within a team
- Pass the ball with accuracy
- Defend and attack tactically by anticipating direction of play
- Uphold the spirit of fair play and respect in all competitive situations
- Explain how to improve technique

## Computing



### Year 6



Unit	Key Learning
Coding	• To use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition to define the important aspects of the program.
	• To code, test and debug from these designs.
	• To use functions and tabs in 2Code to improve the quality of the code.
	• To code user interactivity using input functions.
	• To identify benefits and risks of mobile devices broadcasting the location of the user/device.
	• To identify secure sites by looking for privacy seals of approval.
	• To identify the benefits and risks of giving personal information.

<b>Online Safety</b>	• To review the meaning of a digital footprint.
	• To have a clear idea of appropriate online behaviour.
	• To begin to understand how information online can persist.
	• To understand the importance of balancing game and screen time with other parts of their lives.
	• To identify the positive and negative influences of technology on health and the environment.
<b>Spreadsheets</b>	• To use a spreadsheet to investigate the probability of the results of throwing many dice.
	• Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.
	• To create graphs showing the data collected.
	• To type in a formula for a cell to automatically make a calculation in that cell.
	• Using a spreadsheet to create computational models and answer questions.
<b>Blogging</b>	• To understand how a blog can be used as an informative text.
	• To understand the key features of a blog.
	• To work collaboratively to plan a blog.
	• To create a blog with a specific purpose.
	• To understand that the way in which information is presented has an impact upon the audience.
	• To understand that blogs need to be updated regularly to maintain the audience's interest and engagement.
	• To post comments and blog posts to an existing class blog.
	• To understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying.
	• To comment on and respond to other blogs.
	• To assess the effectiveness and impact of a blog.
<b>Text Adventures</b>	• To find out what a text adventure is.
	• To plan a story adventure.
	• To make a story-based adventure.
	• To introduce map-based text adventures.
	• To code a map-based text adventure.
<b>Networks</b>	• To learn about what the Internet consists of.
	• To find out what a LAN and a WAN are.
	• To find out how the Internet is accessed in school.
	• To research and find out about the age of the Internet.
	• To think about what the future might hold.
	• To create a picture-based quiz for young children.

<b>Quizzing</b>	<ul style="list-style-type: none"> <li>• To learn how to use the question types within 2Quiz.</li> </ul>
	<ul style="list-style-type: none"> <li>• To explore the grammar quizzes.</li> </ul>
	<ul style="list-style-type: none"> <li>• To make a quiz that requires the player to search a database.</li> </ul>
<b>Binary</b>	<ul style="list-style-type: none"> <li>• To know what the terms binary and denary mean and how they relate to the number system, the digital system and the terms base-10 and base-2</li> </ul>
	<ul style="list-style-type: none"> <li>• To relate binary to the on and off states of electrical switches.</li> </ul>
	<ul style="list-style-type: none"> <li>• To convert numbers from decimal to binary.</li> </ul>
	<ul style="list-style-type: none"> <li>• To convert numbers from binary to decimal.</li> </ul>
	<ul style="list-style-type: none"> <li>• To represent states of object in their own program using binary.</li> </ul>

		<h2>Religious Education - Christianity</h2> <h3>Year 6</h3> 	
<ul style="list-style-type: none"> <li>• Explain the roles of 'Father, Son and Holy Spirit' in the Christian view of God.</li> </ul>			
<ul style="list-style-type: none"> <li>• Describe why Christians say Jesus is the 'Son of God', the 'Christ and both 'God and man'.</li> </ul>			
<ul style="list-style-type: none"> <li>• Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God.</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify ways that Christians believe God is with them: prayer, worship, peace in hard times.</li> </ul>			
<ul style="list-style-type: none"> <li>• Explain using key texts (Beatitudes, The Lord's Prayer, Jesus' Temptations, Parables of the Kingdom) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth.</li> </ul>			
<ul style="list-style-type: none"> <li>• Describe how signs of salvation in a church reinforce the Christian idea of forgiveness.</li> </ul>			
<ul style="list-style-type: none"> <li>• Analyse how diverse expressions of Christian worship can reinforce faith and belief.</li> </ul>			
<ul style="list-style-type: none"> <li>• Explain the roles of 'Father, Son and Holy Spirit' in the Christian view of God.</li> </ul>			