

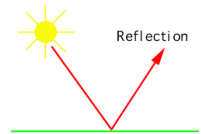
Success Criteria for Year 6 Spring Term

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.

Science

Light

Year 6

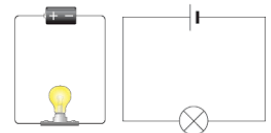


- Can I recognise that light appears to travel in straight lines?
- Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?
- Can I explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?
- Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?

Science

Electricity

Year 6



- Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?
- Can I compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?
- Can I use recognised symbols when representing a simple circuit in a diagram?

World War II



People

Who had the most significant impact on the Allied victory in WWII?

Place in History

What was the impact of WWI on other countries?

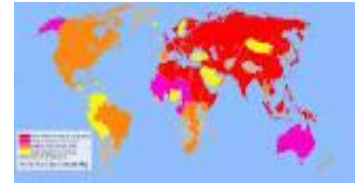
What were the consequences of WWII?

Power

Why did Hitler want to expand across Europe?

Purpose

How did life in Britain change following WWI?



- ☐ Can I locate countries involved in World War II, **Germany, Italy, Japan, Hungary, Romania, Bulgaria U.S.A., Britain, France, Russia, Australia, Belgium, Brazil, Canada, China, Denmark, Greece, Netherlands, New Zealand, Norway, Poland, South Africa, Yugoslavia**
- ☐ Can I identify the time zones of European countries
- ☐ Can I study a European country **Germany**
- ☐ Can I compare a European country to the United Kingdom **Germany**
- ☐ Can I comment on the human and physical differences in **Germany**
- ☐ Can I recognise how land use changed in the United Kingdom during WWII
- ☐ Can I use maps, atlases and globes to identify these countries
- ☐ Can I use digital mapping to identify these countries



World War 2
Art
Year 6

- Research and learn about propaganda and discuss the meaning behind different imagery
- Use different mediums to apply colour, e.g. pencil, pen, charcoal, graphite, oil pastels, biro
- Use lines, hatching, cross hatching and short dashes to demonstrate pattern and texture
- Use different hardness of pencils to alter the tone of the technique
- Select and use appropriate colours using the correct language to describe them e.g. tint, shade, warm, cool, primary, secondary, tertiary, vivid, bold
- Use different shades of a colour to add tone, texture and pattern, e.g. navy, cobalt, royal and baby blue

World War 2

Structures and mechanisms

DT

Year 6

- Research WW2 tanks, commenting on their key features and function
- Select appropriate tools and use them safely with precision to cut, shape, score and join materials accurately, ensure the edges having a professional finish (no jagged lines etc)
- Justify their tool choices, considering the techniques they will be using and safety measures they need to take when using more specialised tools
- Measure and mark out materials accurately ready to cut and assemble using exact measurements (e.g., mm, cm...)
- Create an accurate to scale drawing of their design using exact measurements
- Create a mock-up of their tank, experimenting with using different materials to strengthen and reinforce their tank
- Select materials and justify their choices- show an understanding of the properties of different materials (use their mock up to explain their choices)
- Experiment with making mechanisms to make their tank fit for purpose
- Incorporate two mechanism into their design (lever/pulley/slider/pop up)
- Self-assess their own work and consider the views of others when evaluating
- Integrate a working circuit into their design
- Improve their tank based on their own evaluation and peer feedback



SPANISH
Year 6
Term 2



- Can I name a range of hot and cold drinks?
- Can I identify and say days of the week in Spanish?
- Can I tell the time in Spanish?
- Can I write a sentence about what I would like to eat and a sentence about what I would like to drink?
- Can I order a drink in Spanish? I can ask and answer the question '¿Qué desea?' to express what I would like to order?
- Can I name a range of family members?
- Can I identify a variety of farm animals in Spanish? I can compare how animal sounds are represented in Spanish and in English?
- Can I identify different types of homes, and rooms in a house?



MUSIC - Daffodil Service

Spring 1

Year 6



- Sing or play expressively and creatively in unison and canon to an audience
- Create a chant / rap to a theme, showing a change of emotion
- Listen to a range of songs and identify what instruments are being used at what part of a song and what affect that has on the audience
- Understand what features are included in a rap / chant
- Show an understanding of the History of music - researching 1 composer of your choosing



PE - Gymnastics

Year 5/6



Develop the following skills with consistency and accuracy: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, gestures, linking skills

Link ideas, skills & techniques with control, precision & fluency when performing basic skills

Hold shapes that are strong, fluent and expressive

Vary speed, direction, body rotation and level during floor performances

Use equipment to vault and to swing (remaining upright)

Analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding

Create complex and well-executed sequences

Practise and refine the gymnastic techniques used in performances (listed above).

Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).

Continue to use equipment to vault and to swing (remaining upright).

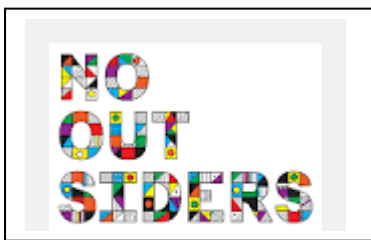
Show an ability to innovate



PE - Indoor Athletics Year 5/6



Combine sprinting with low hurdles over 60 metres
Improve and sustain running technique at different speeds
Throw accurately by analysing technique and body shape
Show control in take off and landings when jumping.
Compete with others and keep track of personal best performances.
Identify & explain good athletic performance
Choose the best place for running over a variety of distances
Demonstrate good control, strength, speed & stamina in a variety of athletic events
Throw accurately and refine performance by analysing technique and body shape.
Compete with others and keep track of personal best performances, setting targets for improvement



No Outsiders and KiVa Subject PSHE Year group 6

- ☐ To overcome fears about difference [No Outsiders - Leaf](#)
- ☐ To consider causes of racism [No Outsiders - The Island](#)
- ☐ To consider democracy [No Outsiders - A day in the life of Marlon Bundo](#)
- ☐ To know that we do not join in with bullying - [KiVa](#)
- ☐ To know what to do if someone is being bullied - [KiVa](#)
- ☐ To understand how to stop bullying - [KiVa](#)
- ☐ To complete a KiVa contract - [KiVa](#)



Computing

Year 6



Unit	Key Learning
Coding	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> To code, test and debug from these designs.
	<ul style="list-style-type: none"> To use functions and tabs in 2Code to improve the quality of the code.
	<ul style="list-style-type: none"> To code user interactivity using input functions
Online Safety	<ul style="list-style-type: none"> To identify benefits and risks of mobile devices broadcasting the location of the user/device.
	<ul style="list-style-type: none"> To identify secure sites by looking for privacy seals of approval.
	<ul style="list-style-type: none"> To identify the benefits and risks of giving personal information.
	<ul style="list-style-type: none"> To review the meaning of a digital footprint.
	<ul style="list-style-type: none"> To have a clear idea of appropriate online behaviour.
	<ul style="list-style-type: none"> To begin to understand how information online can persist.
	<ul style="list-style-type: none"> To understand the importance of balancing game and screen time with other parts of their lives.
	<ul style="list-style-type: none"> To identify the positive and negative influences of technology on health and the environment.
Spreadsheets	<ul style="list-style-type: none"> To use a spreadsheet to investigate the probability of the results of throwing many dice.
	<ul style="list-style-type: none"> Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.
	<ul style="list-style-type: none"> To create graphs showing the data collected.
	<ul style="list-style-type: none"> To type in a formula for a cell to automatically make a calculation in that cell.
	<ul style="list-style-type: none"> Using a spreadsheet to create computational models and answer questions.
Blogging	<ul style="list-style-type: none"> To understand how a blog can be used as an informative text.
	<ul style="list-style-type: none"> To understand the key features of a blog.
	<ul style="list-style-type: none"> To work collaboratively to plan a blog.
	<ul style="list-style-type: none"> To create a blog with a specific purpose.
	<ul style="list-style-type: none"> To understand that the way in which information is presented has an impact upon the audience.
	<ul style="list-style-type: none"> To understand that blogs need to be updated regularly to maintain the audience's interest and engagement.
	<ul style="list-style-type: none"> To post comments and blog posts to an existing class blog.
	<ul style="list-style-type: none"> 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.
Text Adventures	• 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.
Networks	• 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.
Quizzing	• To create a picture-based quiz for young children.
	• To learn how to use the question types within 2Quiz.
	• To explore the grammar quizzes.
	• To make a quiz that requires the player to search a database.
Binary	• 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
	• To relate binary to the on and off states of electrical switches.
	• To convert numbers from decimal to binary.
	• To convert numbers from binary to decimal.
	• To represent states of object in their own program using binary.

<div data-bbox="82 1391 442 1518">  </div> <div data-bbox="981 1391 1345 1525">  </div> <div data-bbox="383 1512 1187 1565"> <h2>Comparing Christianity, Islam, Hinduism</h2> </div>	<p>Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people don't/ do believe in God.</p> <p>Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</p> <p>Compare and contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society and the wider world through environmental and global charities eg, Islamic Aid, Christian Aid</p> <p>Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>
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