

Year 6

<b>Science</b>	<b>Geography</b>	<b>History</b>	
<ul style="list-style-type: none"> <li>• living things &amp; their habitats (classification)</li> <li>• animals (health)</li> <li>• evolution and inheritance</li> <li>• light</li> <li>• electricity</li> </ul>	<ul style="list-style-type: none"> <li>• locate countries in North &amp; South America</li> <li>• compare region of UK with region or North/South America</li> <li>• Equator/hemispheres</li> <li>• Tropics of Cancer and Capricorn</li> <li>• climate zones</li> <li>• biomes</li> <li>• vegetation belts</li> </ul>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the Viking and Anglo-Saxon struggle for the kingdom of England</li> </ul>	
<b>Art &amp; design</b>	<b>D&amp;T</b>	<b>Computing</b>	<b>PSHE</b>
<ul style="list-style-type: none"> <li>• sketching</li> <li>• drawing</li> <li>• sculpture</li> <li>• printmaking</li> <li>• perspective - landscapes and portraits</li> <li>• wire, plaster, printing press, screen printing</li> </ul>	<ul style="list-style-type: none"> <li>• textiles (patterns, cutting &amp; sewing)</li> <li>• electrical systems (product design)</li> <li>• food &amp; nutrition (healthy recipes)</li> </ul>	<ul style="list-style-type: none"> <li>• adventure gamers</li> <li>• network engineers</li> <li>• advertisers</li> <li>• stocks and shares</li> <li>• story-tellers</li> <li>• e-safety</li> </ul>	<ul style="list-style-type: none"> <li>• healthy lifestyles</li> <li>• keeping safe</li> <li>• growing &amp; changing</li> <li>• healthy relationships</li> <li>• feelings &amp; emotions</li> <li>• valuing difference</li> <li>• rules, rights &amp; responsibilities</li> <li>• caring for the environment</li> </ul>
<b>Eco</b>	<b>Music</b>		<b>R.E.</b>
<ul style="list-style-type: none"> <li>• water</li> <li>• energy</li> <li>• global perspectives</li> <li>• waste</li> <li>• litter</li> <li>• biodiversity</li> <li>• transport</li> <li>• healthy living</li> <li>• school grounds</li> <li>• marine</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts</li> <li>• Improvise and compose music for a range of purposes</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music I'll be there/Classroom jazz 2/A new year carol/Happy/You've got a friend</li> </ul>		<ul style="list-style-type: none"> <li>• What do religions say to us when life gets hard?</li> <li>• Is it better to express your beliefs in arts and architecture or in charity and generosity?</li> <li>• What matters most to Christians and Humanists?</li> <li>• What difference does it make to believe in ahimsa, grace and/or Ummah?</li> </ul>
			<b>P.E.</b>
			<ul style="list-style-type: none"> <li>• gym (+ fitness circuits)</li> <li>• dance</li> <li>• net &amp; wall</li> <li>• invasion games</li> <li>• athletics</li> <li>• striking &amp; fielding</li> </ul>