

Driver – Science

- Identify and name the main parts of the human circulatory system
- Know the function of the heart, blood vessels and blood
- Know the impact of diet, exercise, drugs and lifestyle on health
- Know the ways in which nutrients and water are transported in animals, including humans

Geography

- Know the names of a number of Capital cities around the world?
- Know the names of, and locate, a number of North American countries
- Human/physical geography
- Understand how many people live on the planet?
- Explore where people are distributed globally?
- Examine how the global population has changed in size and distribution?
- Know about time zones and work out differences
- Know about time zones and work out differences
- Explain what a population pyramid is
- Examine why population pyramids are useful
- Create a population pyramid

PSHE

Knowledge

- Know that there are different perceptions of 'being normal' and where these might come from
- Know that being different could affect someone's life
- Know that power can play a part in a bullying or conflict situation
- Know that people can hold power over others individually or in a group
 - Know why some people choose to bully others
 - Know that people with disabilities can lead amazing lives
 - Know that difference can be a source of celebration as well as conflict

Social and Emotional Skills

- Empathise with people who are different and be aware of my own feelings towards them
 - Identify feelings associated with being excluded
- Be able to recognise when someone is exerting power negatively in a relationship
- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- Identify different feelings of the bully, bullied and bystanders in a bullying scenario
- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
 - Appreciate people for who they are
 - Show empathy

Year 6 Curriculum Map – Autumn 2

Why is the heart the most important pump that we own?

Music

- Identify 2/4, 4/4, 3/4, 6/8 and 5/4.
- Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.
- Continue to sing in parts where appropriate.
- Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.
- Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, Bb, C, D, E, F, G, Ab, Bb, C, D, Eb, G, A, Bb, C, D, E, F, G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb, F, G, Ab, Bb, C, D
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
- Explore improvisation within a major scale, using the notes: C, D, E, F, G, G, A, Bb, C, D, G, A, B, C, D, F, G, A, C, D
- Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.

Computing

iProgram unit 1 – Computer Science

Lesson 1: iControl • To understand the difference between games and simulations

Lesson 2: iGame • To identify the various inputs that computer games can use
Lesson 2: iGame • To program a computer game by sequencing conditional statements

Lesson 3: iPlan • To understand that the behaviour of a computer program should be planned • To understand that programs are developed according to a plan

Lesson 4: iCode • To program an algorithm according to a plan

Lesson 5: iDevelop • To develop a program according to a plan

Lesson 6: iTest • To develop strategies for testing and debugging computer programs

MFL

By the end of this unit we will be able to:

- Understand better the concept of verb stems and endings.
- Conjugate easily and with clear understanding irregular verbs like AVOIR.
- Conjugate easily and with clear understanding irregular verbs like ÊTRE.
- Conjugate easily and with clear understanding irregular verbs like FAIRE.
- Conjugate easily and with clear understanding irregular verbs like ALLER.

DT

- be both hygienic and safe in the kitchen
- know how to prepare a meal by collecting the ingredients in the first place
- know which season various foods are available for harvesting

PE

- demonstrate stamina and increase strength
- agree and explain rules to others
- work as a team and communicate a plan lead others in a game situation when the need arises
- combine own work with that of others sequences to specific timings
- develop sequences in a specific style choose own music and style
- plan a route and a series of clues for someone else
- plan with others, taking account of safety and danger
- know which sports they are good at and find out how to improve further
- develop sequences in a specific style choose own music and style

RE

- Describe what Ahimsa, Grace or Ummah mean to religious people (A1).
 - Respond sensitively to examples of religious practice with ideas of their own (B2).
 - Make connections between beliefs and behaviour in different religions (A1).
 - Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).
 - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).
 - Consider similarities and differences between beliefs and behaviour in different faiths (B3).
- Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).
- Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).