



Year 6 Autumn 2 Curriculum Overview

YEAR GROUP:	6	TERM:	Autumn 2
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>LIVING THINGS AND EVOLUTION</u></p> <ul style="list-style-type: none"> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. -Recognise that living things can be grouped in a variety of ways. -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	<p><u>HUMAN AND PHYSICAL GEOGRAPHY</u></p> <ul style="list-style-type: none"> -To describe and understand key aspects of physical geography, including mountains. <p><u>SKILLS AND FIELDWORK</u></p> <ul style="list-style-type: none"> -To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -To use the eight points of a compass, four and six-figure grid. references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p>Taught in Autumn 1</p>	<ul style="list-style-type: none"> -To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and

<p>-Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>-Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>			<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>-To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><i>-To know how to report concerns to an adult in and out of school.</i></p> <p><i>-To choose a secure password for different purposes.</i></p> <p><i>-To explain the consequences of spending too much time online or on a game.</i></p> <p><i>-To understand how computers are able to communicate and share information.</i></p> <p><i>-To use and combine services on the internet to share information.</i></p> <p><i>-To use more than one piece of software to complete a task.</i></p> <p><i>-To combine software and</i></p>
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			<p>hardware to solve real life problems.</p> <ul style="list-style-type: none"> -To break code up into related instructions, making debugging easier and quicker. -To store and retrieve variables in a program. -To use loops, variables and IF statements to alter the way my programs run. -To use logical thinking to identify and solve potential bugs during coding. -To identify the benefits and risks of mobile devices. -To understand the importance of balancing screen time. -To use software to help me analyse and present data and information. -To explore probability.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
Taught in Autumn 1	<ul style="list-style-type: none"> -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -To generate, develop, model and communicate their ideas through discussion, annotated 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p>Invasion Games (Netball)</p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"> -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -To understand how key events and individuals in design and technology have helped shape the world. -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. -To understand and use mechanical systems in their products [for example, gears, 	<ul style="list-style-type: none"> -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. 	<ul style="list-style-type: none"> -To be able to confidently use specific netball skills in games for example: pivoting, dodging, bounce pass and previously learnt skills. -To begin to play effectively in different positions on the pitch in both attack and defence. -To increase power and strength of passes, moving the ball over longer distances. -To work as a team to improve group tactics and game play. -To play within the rules using blocking skills for shots and passes. -To develop defensive skills.
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	<p>pulleys, cams, levers and linkages].</p> <p>-To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>-To apply their understanding of computing to program, monitor and control their products.</p>		
PSHE	RE	MFL	PE
<p><u>RELATIONSHIPS – SOCIAL: ME AND MY PLACE IN THE WORLD</u></p> <p>-To have given thought to the people I will meet in the future and how I will respond to them.</p> <p>-To have the skills and confidence to know when to ask for help and who to ask in various situations in the future.</p> <p>-To have the skills to work cooperatively with others.</p> <p>-To have developed strategies to resolve disputes and conflict to benefit others as well as myself.</p>	<p>Christmas – Incarnation (Christianity)</p> <p><i>-To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</i></p> <p><i>-To evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</i></p> <p>*** Trip: Church</p>	<p><i>-To present orally on what they do at the weekend using conjunctions and time.</i></p> <p><i>-To listen to and understand a recording about weekend activities.</i></p> <p><i>-To read and understand an extended text about weekend activities.</i></p> <p><i>-To produce a written presentation on what they do at the weekend using conjunctions and time.</i></p> <p><i>-To use conjunctions to create extended and more sophisticated sentences.</i></p>	<p>Gymnastics</p> <p>-To develop flexibility, strength, technique, control and balance.</p> <p>-To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-To lead group warm up showing understanding of need for strength and flexibility.</p> <p>-To demonstrate accuracy, consistency and clarity of movement.</p> <p>-To work independently and in small groups to make up own sequences.</p> <p>-To arrange own apparatus to enhance work and vary compositional ideas.</p> <p>-To experience flight on and off of high apparatus.</p>

			<ul style="list-style-type: none">-To perform increasingly complex sequences.-To combine own ideas with others to build sequences.-To compose and practise actions and relate to music.-To show a desire to improve competency across a broad range of gymnastics actions.
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