

## Year 6 Curriculum Objectives 2020 – 2021: Term 2

Objectives in red were missed last year during lockdown

<p><b>SCIENCE</b>  <b>Light: How Light Travels</b>                  Recognise that light appears to travel in straight lines.                  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.                  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.                  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Working Scientifically</b>                  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                  taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs                  using test results to make predictions to set up further comparative and fair tests                  reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations                  identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>GEOGRAPHY: Compare the UK with a region in Central/South America</b>  <b>Locational knowledge:</b>                  Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities                  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time                  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South/Central North America  <b>Geographical skills and fieldwork</b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
<p><b>DT</b>  <b>Cooking and nutrition</b>                  Understand and apply the principles of a healthy and varied diet                  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>COMPUTING</b>  <b>Computer Science- Internet, Networks and the Web</b> 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.  <b>Digital Literacy-Using Information</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content                  Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact: <b>Respecting creative work</b>  <b>ONLINE SAFETY: Conduct (How you behave)</b>                  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content or contact</p>	
<p><b>PSHE</b>  <b>Dot Com</b>  <b>D and A: Cannabis</b>                  To explore a range of legal and illegal drugs, their risks and effects</p>	<p><b>PE</b>  <b>F4S: Games/Tag Rugby</b>  <b>Real PE: Creative Development</b></p>	<p><b>RE</b>  <b>Sikhism - Part 2 unit 4 (living a Sikh life)</b>                  (see unit)</p>
<p><b>SPANISH</b>                  Clothes  <b>Celebrations:</b>                  Día de los Muertos                  Navidad</p>	<p><b>MUSIC</b>  <b>Music Technology 2: Arranging and composing</b>                  improvise and compose music for a range of purposes using the interrelated dimensions of music                  listen with attention to detail and recall sounds with increasing aural memory</p>	