

Year 6 Curriculum Objectives 2021 – 2022: Term 4

Objectives in red were missed last year during lockdown

<p>SCIENCE Living things and their habitats: Classifying plants and animals Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Working Scientifically 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>DT Design 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of computing to program, monitor and control their products</p>				
<p>COMPUTING IT-Multimedia and Communication <i>(identify and incorporate missed objectives from year 5)</i> 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 content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information: Photos, Art/Design, Film, Audio/Music, Data Handling</p> <p>ONLINE SAFETY: Rights and Responsibilities (SCARF) See Computing Curriculum use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>					
<p>PSHE SCARF: Rights and Responsibilities</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e6e6f2; vertical-align: top;"> <p>PE (Real PE) Outdoor Physical Application</p> <p>Indoor Real Dance</p> </td> <td style="background-color: #e6e6f2; vertical-align: top;"> <p>RE Taught in terms 4 and 5 or through RE days Christianity unit 10 - (Christians of the world) To know that there are some places that are important to Christians in the UK and the wider world – what makes them important and what Christians gain from visiting them. To know that Jesus' contemporary followers are world-wide. To know that the Church is an international fellowship of Christianity.</p> <p>Christianity unit 11 - (Faith in Action) To know about people who followed the example of Jesus both in the past and as contemporary followers world-wide. To consider the impact of Christian belief on peoples' lives in terms of vocation and daily life.</p> </td> </tr> <tr> <td style="background-color: #e6e6f2; vertical-align: top;"> <p>SPANISH Numbers 0-50 Asking and answering questions: <i>see Milestones</i> Rooms in a house/flat Description Prepositions of place Classroom instructions Celebrations: Semana Santa</p> </td> <td></td> </tr> </table>	<p>PE (Real PE) Outdoor Physical Application</p> <p>Indoor Real Dance</p>	<p>RE Taught in terms 4 and 5 or through RE days Christianity unit 10 - (Christians of the world) To know that there are some places that are important to Christians in the UK and the wider world – what makes them important and what Christians gain from visiting them. To know that Jesus' contemporary followers are world-wide. To know that the Church is an international fellowship of Christianity.</p> <p>Christianity unit 11 - (Faith in Action) To know about people who followed the example of Jesus both in the past and as contemporary followers world-wide. To consider the impact of Christian belief on peoples' lives in terms of vocation and daily life.</p>	<p>SPANISH Numbers 0-50 Asking and answering questions: <i>see Milestones</i> Rooms in a house/flat Description Prepositions of place Classroom instructions Celebrations: Semana Santa</p>	
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