

**Year 6 Curriculum Objectives 2017 – 2018: Term 6**

<b>School Value focus</b>	<i>British Values</i>		
<b>Overview of term across the school</b>	<b>Science:</b> <i>Plants and Living Things and their Habitats</i>	<b>History:</b> <i>Local history</i>	
	<b>Geography:</b> <i>Human and Physical Geography/Local geography</i>	<b>E-Safety:</b> <i>Contact</i>	
	<b>Computing:</b> <i>Using and applying all skills</i>		

<b>WRITING – LITERACY TREE/TEXTS</b>		<b>MATHS</b> Busy Ants Book 6C
<b>SCIENCE</b> <b>Living things and their habitats</b> 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. <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.		<b>GEOGRAPHY</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>Human and physical geography</b> Describe and understand key aspects of physical geography, including: <u>climate zones, biomes and vegetation belts</u> and human geography, including: <u>economic activity including trade links</u> <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<b>HISTORY</b> A local history study	<b>COMPUTING</b> <b>IT-Multimedia and Communication</b> 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; Animation, Audio/Music, Presentation <b>E-Safety:</b> Contact (protecting yourself, public v private) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact	
<b>PSHE</b> Dot Com: Lessons 21-23 D&A- To be aware of the options for getting help, advice and support	<b>PE</b> Tennis/Sports Day and Multi-skills/outdoor and adventure	<b>RE</b> Transition unit - (Rules - who decides)
<b>MUSIC</b> Support Teacher Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	<b>SPANISH</b> Understand basic grammar of Spanish, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	