

Year 6	Autumn 1 Hola Mexico!	Autumn 2 Fallen Fields
R.E	<b>Justice</b> <ul style="list-style-type: none"> <li>describe what freedom means to people of faith</li> <li>show understanding of the beliefs and feelings of faith members who have experienced injustice</li> <li>the impact of a religious teaching such as forgiveness on a believer's actions</li> <li>the impact that reconciliation has on community harmony</li> </ul>	<b>CAFOD: The Common Good</b> <ul style="list-style-type: none"> <li>know that God asks us to live justly</li> <li>understand that God sent Jesus to bring the Good News to everybody</li> <li>understand the ways in which Jesus taught us to live</li> <li>continuing the good work of Jesus</li> <li>understanding the Common Good, meaning for the good of all</li> <li>the Christian way of living</li> </ul>
Science	<b>Light (Physics)</b> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <b>Key vocabulary:</b> Refraction, reflection, light, spectrum, rainbow, colour	<b>Electricity (Physics)</b> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul> <b>Key vocabulary:</b> Cells, wires, bulbs, switches, buzzers, circuits, series, conductors, insulators, amps, volts
Computing	<b>Computing systems and networks</b> <ul style="list-style-type: none"> <li>explain the importance of internet addresses</li> <li>recognise how data is transferred across the internet</li> <li>explain how sharing information online can help people work together</li> <li>recognise how we communicate using technology</li> <li>evaluate different methods of online communication</li> </ul>	<b>Creating media</b> <ul style="list-style-type: none"> <li>review an existing website and consider its structure</li> <li>plan the features of a web page</li> <li>consider ownership and uses of images</li> <li>recognise the need to preview pages</li> <li>outline the need for a navigation path</li> <li>recognise the implications of linking to content owned by other people</li> </ul>
History	<b>Ancient Maya Civilisation</b> <ul style="list-style-type: none"> <li>the culture and beliefs of the Mayan people</li> <li>Mayan festivals</li> </ul>	<b>World War One</b> <ul style="list-style-type: none"> <li>a timeline of events and key battles</li> <li>the Christmas Truce and life in the trenches</li> <li>Life on the home front</li> </ul>
Geography	<b>Human and physical geography/Using maps</b> <ul style="list-style-type: none"> <li>locating Mexico on a world map</li> <li>identifying hemispheres</li> <li>cities, surrounding seas, natural features and tourist resorts of Mexico</li> </ul>	<b>Europe</b> <ul style="list-style-type: none"> <li>name and identify the seven continents</li> <li>locate countries and alliances</li> <li>locate specific areas of battle within Europe</li> </ul>
Art	<b>Self portraits</b> <ul style="list-style-type: none"> <li>Mexican artist work - Frida Kahlo inspired portraits</li> </ul> <b>Dia de Los Muertos skulls</b> <ul style="list-style-type: none"> <li>Design and painting Mexican sugar skulls</li> </ul>	<b>Pastels</b> <ul style="list-style-type: none"> <li>Remembrance Day art work sketching poppies using shading and blending of pastels</li> </ul>
D.T	<b>Food</b> <ul style="list-style-type: none"> <li>cookery of Mexican food such as guacamole and Pico di Gallo</li> </ul>	<b>Poppies</b> <ul style="list-style-type: none"> <li>creation of 3D poppies for school Remembrance service using a range of materials and textiles</li> </ul>
Spanish	<b>The world around us</b> <ul style="list-style-type: none"> <li>naming local places of interest</li> <li>write and say sentences about where, when and how they travel - 'Voy a la parque en mi bicicleta'. <i>I go to the park on my bike.</i></li> </ul>	<b>School life</b> <ul style="list-style-type: none"> <li>recap school subjects</li> <li>give opinions on their likes and dislikes - 'Me gustan matematicas porque es divertida'. <i>I like maths because it is fun.</i></li> </ul>
Music	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>Christmas carols linking to those sung in the WW1 trenches</li> </ul>	
P.E. Developing fundamental movement skills through:	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>counterbalance and counter tension work</li> </ul> <b>Tag rugby</b> <ul style="list-style-type: none"> <li>send and receive a ball on the run whilst under pressure</li> </ul>	<b>Basketball</b> <ul style="list-style-type: none"> <li>working as a team to create scoring opportunities</li> </ul> <b>Badminton</b> <ul style="list-style-type: none"> <li>perform a variety of shots and receive a return</li> </ul>