

Year 6	Spring 1	Spring 2
R.E	<p>Galilee to Jerusalem</p> <ul style="list-style-type: none"> <li>compare Matthew and Luke's description of the new law</li> <li>understand what the disciples saw at the Transfiguration</li> <li>understand the importance of Moses and Elijah</li> <li>identify the seven petitions of the Our Father</li> <li>make links between the Beatitudes and the Ten Commandments</li> <li>consider what it means to be 'poor in spirit'</li> <li>retell the parable of the Good Samaritan</li> <li>know the theological virtues</li> </ul>	<p>Desert to Garden</p> <ul style="list-style-type: none"> <li>know what happens at Ash Wednesday Mass</li> <li>explore the reading and responses of Ash Wednesday Mass</li> <li>retell the story of Jesus' temptations in the desert</li> <li>describe how Catholics define sin</li> <li>describe the term conscience</li> <li>understand what Catholics believe about heaven</li> <li>describe Catholic beliefs in death, judgement, heaven and hell</li> <li>explore how Christians act during Lent</li> <li>understand that prayer is turning the heart to God</li> <li>know that the Rosary is a prayerful reflection on the life of Christ</li> <li>describe the Christian belief of Resurrection</li> </ul>
Science	<p>Electricity (Physics)</p> <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> <p>Key vocabulary: Cells, wires, bulbs, switches, buzzers, circuits, series, conductors, insulators, amps, volts</p>	<p>Animals including humans (Biology)</p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p>Key vocabulary: Circulatory, heart, blood, veins, vessels, arteries, oxygenated, deoxygenated, valve, exercise, respiration</p>
Computing	<p>Data and information</p> <ul style="list-style-type: none"> <li>create a set of data in a spreadsheet</li> <li>build a data set in a spreadsheet</li> <li>explain that formulas can be used to produce calculated data</li> <li>apply formulas to data</li> <li>create a spreadsheet to plan an event</li> <li>choose suitable ways to present data</li> </ul>	<p>Programming</p> <ul style="list-style-type: none"> <li>identify examples of information that is a variable</li> <li>explain why a variable is used in a programme</li> <li>choose how to improve a game by using variables</li> <li>design a project that builds on a given example</li> <li>design and evaluate a project</li> </ul>
History	<p>The First World War</p> <ul style="list-style-type: none"> <li>know what caused the outbreak of WW1</li> <li>identify when the war began and how long the conflict lasted</li> <li>know which countries were involved and their alliances</li> <li>understand what life was like in the trenches</li> <li>understand what life was like on the home front</li> <li>know the outcome of the war and understand how we remember today</li> </ul>	
Geography		<p>Latitude and longitude</p> <ul style="list-style-type: none"> <li>know about the lines of latitude and what they measure</li> <li>name the 5 major lines of latitude</li> <li>understand different time zones</li> <li>know about the two polar regions and where they are located</li> <li>recognise similarities and differences between the Arctic and Antarctic</li> <li>understand the Arctic biome is a tundra and the Antarctic biome is a desert</li> </ul>
Art & DT	<p>DT (cooking)</p> <ul style="list-style-type: none"> <li>Rationing recipes using a range of skills including chopping, dicing, baking and frying.</li> </ul>	<p>Art</p> <ul style="list-style-type: none"> <li>use watercolours to create an image of the Northern lights</li> </ul>
HRSE	<p>Mental health</p> <ul style="list-style-type: none"> <li>be able to define what is meant by mental health</li> <li>understand emotional regulation and how to define feelings</li> <li>discuss misconceptions about mental health</li> <li>developing strategies to support the transition to high school</li> </ul>	<p>Financial education</p> <ul style="list-style-type: none"> <li>understanding what tax is and what it is used for</li> <li>recognising financial scams and fraud</li> <li>making money decisions – the difference between wants, needs and priorities</li> </ul>
Spanish	<p>Self, family and friends</p> <ul style="list-style-type: none"> <li>describe family member using possessive adjectives – mi (my) your (tu)</li> <li>jobs of family</li> </ul>	<p>Animals and home environment</p> <ul style="list-style-type: none"> <li>describe features of a home to create an Estate Agency advert – 'Tiene dos baños y cuatro</li> </ul>

	<ul style="list-style-type: none"> <li>explain own feelings – 'Estoy hambriento'. <i>I am hungry.</i></li> </ul>	<i>dormitorios'. It has two bathrooms and four bedrooms.</i>
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>improvise and compose music for a range of purposes</li> <li>songs from the First World War</li> </ul>	
P.E. Developing fundamental movement skills through:	Dance <ul style="list-style-type: none"> <li>timing and performing in unison</li> </ul> Badminton <ul style="list-style-type: none"> <li>different shots and techniques needed to compete in games</li> </ul>	Cricket <ul style="list-style-type: none"> <li>bowling techniques to restrict scoring opportunities for the opposition</li> </ul> Handball <ul style="list-style-type: none"> <li>tactical awareness as a team and an individual</li> </ul>