

Year 6 Summer Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the summer term:

Science – Evolution and Inheritance

Essential skills and knowledge

- To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Communication skills

- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- To explain the idea that characteristics are passed from parents to their offspring e.g.- consider different breeds of dogs, and what happens when Labradors are crossed with poodles
- To appreciate that variation in offspring over time can make animals more or less able to survive in particular environments e.g. how giraffes necks got longer or the development of insulating fur on the Arctic fox

Information Technology

- To use ICT to research the work of famous paleontologists e.g. Mary Anning, Charles Darwin and Alfred Wallace

Computing – Network/ internet – Creating a home page

Network and internet

- To select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals
- To select the most appropriate tool for the task
- To understand why information is presented in different ways
- To recognize and describe the services that are part of the internet
- To use email attachments, upload documents to shared space (the common drive) in order to understand protocols
- To share and collaborate using a range of online resources: forums, messaging, e-portfolios and apps
- To make a home page for a website
- To choose and evaluate appropriate tools
- To use information to hypothesise and speculate in a range of everyday situations

Physical Education – Striking and fielding – Cricket and athletics

Striking/ Fielding - Developing skills

- To use different ways of bowling
- To bowl underarm accurately
- To vary how I bowl
- To bat effectively, using different types of shot
- To field with increased accuracy
- To throw over arm with accuracy and for a good distance

Striking/ Fielding - Making and applying

- To hit the ball from both sides of my body
- To direct the ball away from fielders, using different angles and speeds
- To plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding
- To gauge when to run after hitting the ball

Striking/ Fielding - Physical and mental

- To know the importance of being fit, and what types of fitness are most important for games

- To recognise my own and others' strengths

Striking/ Fielding - Evaluate and improve

- To identify what I need to improve in my performance and suggest how I could do this
- To know the importance of particular types of fitness to the game

Athletics - Developing skills

- To perform a range of jumps showing power, control and consistency at both take-off and landing

Athletics - Making and applying

- To organise myself in small groups safely, and take turns and different roles
- To know and understand the basic principles of relay take-overs
- To take part well in a relay event

Athletics - Physical and mental

- To perform a range of warm-up activities
- To say why some athletics activities can improve strength, power or stamina
- To say how the above can help my performance in other types of activity

Athletics - Evaluate and improve

- To watch a partner's athletic performance and identify the main strengths
- To identify parts of the performance that need to be practised and refined, and suggest improvements

History – Local history study – Mining, shipbuilding, railways, transport, armed forces

Historical knowledge (constructing the past and sequencing the past)

- To use a timeline to sequence local, national and international events as well as historical period
- To use some historical period terms as well as century, decade, BC/BCE, AD/CE
- To use historical periods as reference points
- To begin to understand significance
- To understand and use the concept of legacy, including Royal families and dynasties

History concepts (change and development, cause and effect, significance and interpretations)

- To describe and make some links between events, situations and changes within and between different periods and societies
- To note connections, contrasts and trends over time
- To speculate how present events and actions might be seen and judged in the future

Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)

- To suggest some reasons why there are different accounts and interpretations of the past
- To take account of a range of information (such as author, audience and purpose of a source, where it was created) when evaluating its accuracy and usefulness
- To present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills
- In written work, try to organise answers well and state conclusions
- In written work, give reasons for ideas and use some dates and historical terms
- Written answers are well rounded with well organised clear conclusions supported by evidence (from sources)
- Written answers are supported by evidence, reasons and they make good use of dates and historical terms
- To select, organise and use relevant information to produce structured work, making appropriate use of dates and terms
- To interpret the past using a range of concepts and ideas

Geography - Canada

Geographical knowledge (location)

- To name and locate key topographical features including hills and mountains
- To name and locate key topographical features including coasts and rivers, and land-use patterns
- To name and locate geographical regions and their identifying key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Physical and human geography

- To discuss, describe and understand key aspects of physical geography, including: biomes and vegetation belts
- To map land use with own criteria
- To describe how some places are similar and others are different in relation to their physical features
- To suggest how human activities can cause changes to environment and to the different views people hold
- To recognise dependent links and relationships in both human and physical geography
- To interpret other people's arguments for change, analysing and evaluating their viewpoints

Art and design – Lucie Carrasco (designer)

Developing, planning and communicating ideas

- To plan the print methods intended to be used
- To give detailed reasons for choices
- To use a full range of design, exploration alongside the work of others to develop work

Working with tools, equipment, materials and components to make quality products

- To use printing techniques/equipment with accuracy
- To select a variety of materials giving reasons for decisions

Evaluating processes and products

- To offer ideas to help others improve their work
- To work collaboratively and review with others as we work
- To select materials and tools and give detailed reasons for my decisions
- To analyse and comment on own and others ideas, methods and approaches
- To make ongoing revisions
- To refine work, often with several adaptations, to move towards an end point

Drawing and painting

- To sketch to communicate emotions with increasing accuracy and imagination
- To explain why certain combinations of tools and techniques have been chosen
- To use a wide range of techniques and give reasons for choices

Printing and sketch books

- To look carefully at the methods used and make decisions about the effectiveness
- To explain work and how it will be developed
- To use sketch books to record observations and use them to review and revisit ideas

3D/collage and textiles

- To work with a range of scales
- To include visual and tactile elements
- To combine pattern, tone and shape

Design and Technology – Textile - Batik

Developing, planning and communicating ideas

- To use market research to inform plans
- To consider culture and society in the design
- To be aware of commercial aspects and incorporate these into the design
- To calculate the amount of materials needed and use this to estimate costs

Evaluating processes and products

- To research products using the internet
- To test and evaluate commercial products, understanding how this information supports the design
- To evaluate a range of different sources of information such as advertising and handbooks

Textiles

- To think about how the product could be sold
- To think about what would improve the product even more

Music - Notation and vocabulary

Applying and understanding

- To identify how music is produced in different ways including the use of ICT

Controlling

- To extend accuracy of vocal range to include pitching of chromatic patterns
- To have an increasing awareness of expression and interpretation through control of elements when singing
- To sing with confidence in two parts (descants etc)

Responding and reviewing

- To improve own and other's work with an awareness of the music context and purpose

RE

Summer 1 and 2: Expressing religious faith through the arts

Modern Foreign Languages – French

Oracy

- To perform to an audience
- To understand longer and more complex phrases/sentences

Literacy

- To match some sounds to sentences and a simple paragraph

Intercultural understanding

- To compare attitudes towards aspects of everyday life (in France)
- To recognise and understand some of the differences between people
- To present information about an aspect of a culture

PSHE – Living in the wider world

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To consider the lives of people living in other places, and people with different values and customs
- To know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- To know what is meant by enterprise and begin to develop enterprise skills
- To explore and critique how the media present information
- To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others