

Year 6 Unit of Learning – Autumn 1 – **Whole school project: Banksy**

<p align="center"><b>Values</b></p> <p><b>Responsibility:</b> Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p><b>Respect:</b> due regard for the feelings, wishes, or rights of others.</p>	<p align="center"><b>Central Idea</b></p> <p>Animals and plants adapt and change over time in response to challenges in their environment.</p> <p align="center"><b>The Dinosaur Age</b></p>	<p align="center"><b>Guiding Questions</b></p> <p>What challenges are there in the environment? How do living things evolve? How is evolution studied?</p>	
<p align="center"><b>Computing</b></p> <p><u>Digital Learning and Online Safety</u></p> <p>I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>I can use search technologies effectively, understanding how results are selected and ranked,</p> <p>I can be discerning in evaluating digital content</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p>	<p align="center"><b>Core Texts/ Visits</b></p> <p align="center"><b>Whole School Text:</b></p> <p align="center">Banksy</p> <p align="center">Tamed</p> <p align="center"><b>Suggested visit:</b></p> <p align="center">Natural History Museum</p>	<p align="center"><b>Religious Education</b></p> <p align="center"><b>Greenwich Windows on Faith</b></p> <p align="center"><b>Peace – Unit: Peace</b></p> <p>See unit for further outcomes.</p>	<p align="center"><b>RHE</b></p> <p align="center"><b>Links to sch values</b></p> <p><b>Health and wellbeing</b></p> <p><b>Looking after ourselves; growing up; becoming independent; taking more responsibility</b></p> <p><b>Key Question: How can we keep healthy as we grow?</b></p> <ul style="list-style-type: none"> <li>School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>Revision of how mental and physical health are linked and how to make choices that support a healthy, balanced lifestyle including:             <ul style="list-style-type: none"> <li>how to plan a healthy meal</li> <li>how to stay physically active</li> <li>how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>how to benefit from and</li> </ul> </li> </ul>
<p align="center"><b>Writing Genres</b></p> <p align="center"><b>Fiction</b></p> <p align="center">Film narrative</p> <p align="center">Short stories with flashbacks</p> <p align="center">Warning/quest stories</p> <p align="center">Descriptive writing (imagery)</p> <p align="center">Poetry – imagery (simile, metaphor, personification)</p> <p align="center"><b>Non-Fiction</b></p> <p align="center">Letters of complaint – email, texting, formal letter writing</p> <p align="center">Autobiography, Biography</p> <p align="center"><b>Revisit</b></p> <p align="center">Journalistic writing</p> <p align="center">Instructions, Reports, Explanations, Argument or Discussion text</p>			

			<ul style="list-style-type: none"><li>- stay safe in the sun</li><li>- how and why to balance time spent online with other activities</li><li>- how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li><li>- how to manage the influence of friends and family on health choices</li><li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one<ul style="list-style-type: none"><li>- how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li><li>- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them (also explored in science curriculum).</li></ul></li><li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school<ul style="list-style-type: none"><li>- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li><li>- that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li><li>- that mental health difficulties can usually be resolved or managed with</li></ul></li></ul>
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			<p>the right strategies and support</p> <ul style="list-style-type: none"> <li>- <i>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></i></li> <li>• Looking at the lifelong (and sometimes fatal) mental health issues which can result from bullying.</li> </ul> <p><b>No Outsiders 6.1</b>  <b>Key learning - To consider responses to immigration</b>  <b>Suggested Text: King of the Sky by Nicola Davis</b></p>
<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Games</b></p> <p><b>Movement</b>  Confidently position bodies to receive objects and demonstrate coordination when receiving. Have a good awareness of positions on the court or pitch and stay in space to gain advantage for their team.  Master and apply agility, balance and coordination and use this to evade and deceive opponents whilst attacking.  Know and understand the positions they play and identify and show specific attacking and defending skills.</p> <p><b>Ball Skills</b>  Apply a range of different techniques to send objects. Select which pass suit the situation. Develop accuracy and length of pass and use the correct technique to match the scenario.</p>			<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Elements</b></p> <ul style="list-style-type: none"> <li>• To understand the relationship between rhythm, melody and dynamics</li> <li>• To understand the notation of rhythm (semi breve, minim, crotchet, quaver and semiquaver)</li> </ul> <p>To develop an awareness of more complex musical changes in a piece of music, such as dynamics eg. Tempo, volume, mood and the effect on the overall music eg. Crescendo</p>

Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills when kicking or using and implement and adapt these to meet the needs of the situation.

**OOA-Teambuilding**

**Cognitive**

Explore and demonstrate an understanding of more complex game rules and follow these when playing – take up the role of referee/umpire.  
Consistently make correct tactical choices and apply decisions with minimum hesitation.  
Evaluate and improve upon own and others performance and refer to the success criteria to produce the correct technique for action.

**Social**

Children effectively communicate in groups and teams. They can take different rolls by being leaders or listening to ideas.  
Sportsmanship and teamwork are at the forefront of performance.

**Health**

Children are participating in physical activity daily and at high levels of intensity.  
Children demonstrate and lead an effective warm up. They are able to use dynamic and static stretches to prepare for exercise and can identify muscle groups that need to be targeted for contrasting activities.  
They are aware why regular, safe exercise is good for their fitness and health and understand the long- and short-term effects of physical activity to the body. They can identify and define some components of fitness and when they are used in sport.

**French**

**Revision, asking for food in a café.**

*To express opinions and respond to those of others; seek clarification and help*  
*To present ideas and information orally to a range of audiences*  
*To write phrases from memory and adapt these to create new sentences and to express ideas clearly*  
*To be able to sort familiar words into feminine and masculine*  
*To be able to conjugate familiar regular verbs in several different ways (eg, 'j'aime – I like, tu aimes – you like, il/elle aime – he/she likes etc.)*  
*To be able to make comparisons between French and English grammar*

**Art– Drawing,**

DRAWING-Show increased independence in development of thoughts and ideas. Record close observational drawings in finer detail. Know and understand what Complementary and Contrasting colours are.

To review and revisit ideas, select appropriate visual information from a wider range of sources. Show increased independence in development of thoughts and ideas.  
Record close observational drawings in finer detail. (Darwin Study)

DRAWING-Produce close observational drawings that are proportionally accurate. Practice and refine all drawing skills using a range of varied media which demonstrate creativity and individualism.

I Will sketch regularly to explore ideas and feelings- produce close observational drawings that are proportionally accurate. Practice and refine all drawing skills using a range of varied media which demonstrate creativity and individualism.

**Science Working Scientifically**

I can plan different types of scientific enquiries to answer questions

**Science**

**Evolution and inheritance**

I can recognise that living things have changed over time and that fossils

**History**

*the lives of significant individuals in the past who have contributed to national*

**Geography Locational Knowledge Continents. Countries and regions**

I can locate the world's **countries and continents**, using maps to focus on Europe

<p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys and tables</p> <p>I can use simple models to describe scientific ideas</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><i>I can devise classification systems and keys to identify some animals and plants in the immediate environment. I can research animals and plants in other habitats and decide where they belong in the classification system.</i></p>	<p>provide information about living things that inhabited the Earth millions of years ago</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>Children should be introduced to the idea that characteristics are passed from parents to their offspring, e.g. dog breeds – labradoodle.</i></p> <p><i>They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.</i></p> <p><i>Children might find out about the work of palaeontologists such as Mary Anning and about how Alfred Wallace and Charles Darwin developed their ideas on evolution.</i></p>	<p><b>and international achievements Charles Darwin</b></p> <p><i>I can find out about the events and people studied using an appropriate range of resources.</i></p> <p><i>I am able to give sensible reasons for and results of events and changes throughout history.</i></p> <p><i>I have started to judge which sources of evidence are reliable and use this to inform my questioning.</i></p>	<p>(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>I can name and locate counties and cities of the United Kingdom,</p> <p><b>Geographical skills and field work</b></p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>I can explain the effect that physical and human patterns in the local environment have on people and places and how these affect the lives of people living there.</i></p>
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Year 6 Unit of Learning – Autumn 2

<p style="text-align: center;"><b>Values</b></p> <p><b>Peace:</b> Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> <p><b>Tolerance:</b> Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p>	<p style="text-align: center;"><b>Central Idea</b></p> <p>Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p style="text-align: center;"><b>Britain at War</b></p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is conflict? How does conflict affect everyday life? How can the past help us to solve the problems of the future?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p><u>Coding</u> I can understand a wider range of text-based coding. I recognise that coding is a form of language</p> <p><u>Digital Learning and Online Safety</u> I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p>	<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;">Once, The Boy in the Striped Pyjamas</p> <p style="text-align: center;"><b>Suggested visit:</b> Imperial War Museum</p>	<p style="text-align: center;"><b>Religious Education Greenwich Windows on Faith</b></p> <p><b>Christianity 2- Leading a Christian life Unit 9</b></p> <p><b>Key Questions</b> How do Christians follow Jesus and His teachings in their daily lives? What Christian values guide the actions of the people and organisations studied? What are the challenges of living a Christian life today?</p> <p><b>Key Concepts</b> Commitment, belonging and belief in the special presence of God during significant life events Example of at least one person and one charitable organisation that exemplifies Christianity in action Encounter with one local Christian to share how their life is led by faith</p>	<p style="text-align: center;"><b>RHE Link to values</b></p> <p><b>Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility</b></p> <p style="text-align: center;"><b>Key Question: How can we challenge the causes of racism?</b></p> <ul style="list-style-type: none"> <li>• Exploring unconscious bias             <ul style="list-style-type: none"> <li>- To understand what is meant by 'systemic racism', and to realise that some of the systems we operate in can be racist without bad intention from the people within it.</li> </ul> </li> <li>• The difference between 'not racist' and 'anti-racist'. Developing understanding that we all have a responsibility to stand up against racism (be anti-racist) if things are to change, and that it is not enough to just not be a perpetrator of racism</li> <li>• Looking critically at the different ways the media portrays a story depending on the race of the subject</li> <li>• Learning about the history of how history has been taught through the voices and stories of the most powerful people at the</li> </ul>

			<p>time. Learning to actively seek out the historically unheard stories – suggested text could be 'Hidden Figures', and a study into the Windrush scandal.</p> <ul style="list-style-type: none"> <li>• Exploring the causes and history of the Black Lives Matter movement.</li> </ul> <p><b>No Outsiders 6.4</b>  <b>Key learning - To consider causes of racism</b>  <b>Suggested Text: The Island by Armin Greder</b></p>
<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Games</b></p> <p><b>Movement</b>  Confidently position bodies to receive objects and demonstrate coordination when receiving. Have a good awareness of positions on the court or pitch and stay in space to gain advantage for their team.  Master and apply agility, balance and coordination and use this to evade and deceive opponents whilst attacking.  Know and understand the positions they play and identify and show specific attacking and defending skills.</p> <p><b>Ball Skills</b>  Apply a range of different techniques to send objects. Select which pass suit the situation. Develop accuracy and length of pass and use the correct technique to match the scenario.  Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills when kicking or using and implement and adapt these to meet the needs of the situation.</p> <p><b>Striking/Net and Wall Games</b>  Consolidate striking the ball- demonstrating control and consistency. Children have the chance to demonstrate strokes and opportunities to strike the ball consistently. Apply strokes into game activities.</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p>Film narrative  Short stories with flashbacks  Warning/quest stories  Descriptive writing (imagery)  Poetry – imagery (simile, metaphor, personification)</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p>Letters of complaint – email, texting, formal letter writing  Autobiography, Biography</p> <p style="text-align: center;"><b>Revisit</b></p> <p>Journalistic writing  Instructions, Reports, Explanations, Argument or Discussion text</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>• To sing with purpose, emotion and intent</li> <li>• To understand the role of music in society eg. Religion, freedom, culture</li> <li>• To make a relationship between music and occasions eg. Choosing sombre music for a funeral, pop for a party and explain why.</li> </ul> <p>To perform successfully in solo small group and larger vocal and instrumental ensembles.</p>	
	<p style="text-align: center;"><b>French</b></p> <p>Saying what they <b>do and don't like doing</b>. Say what others like to do – using 3<sup>rd</sup> person verbs</p> <p><i>To express opinions and respond to those of others; seek clarification and help</i>  <i>To present ideas and information orally to a range of audiences</i></p>	<p><b>ART –, Sculpture - Henry Moore</b></p> <p><u>SCULPTURE</u>- I can plan, design and make 3D models abstracted from figure drawings.  Know that sculpture can be found in a wide range of environments.</p> <p><u>SCULPTURE</u>- Use clay tools to create abstracted and simplified figures. <b>(Moore)</b>  Can create models and 3D forms within, and to be viewed in, a range of different environments.</p>	



<p>Can demonstrate different batting techniques and consistently strike a moving ball.</p>	<p><i>To write phrases from memory and adapt these to create new sentences and to express ideas clearly</i></p> <p><i>To be able to sort familiar words into feminine and masculine</i></p> <p><i>To be able to conjugate familiar regular verbs in several different ways (eg, 'j'aime – I like, tu aimes – you like, il/elle aime – he/she likes etc.)</i></p> <p><i>To be able to make comparisons between French and English grammar</i></p>	<p>I can plan, design and make 3D models from my imagination. Know that sculpture can be found in a wide range of environments.</p> <p>I know that recycled materials and found objects can be combined and joined to create new pieces of sculpture.</p> <p>Familiar with sculptors, Andy Goldsworthy</p> <p>A range of joining and moulding techniques for paper, wood and plastic.</p> <p>Can create models and 3D forms within, and to be viewed in, a range of different environments.</p>	
<p><b>Science</b></p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can report and present findings from enquiries, including conclusions, causal</p>	<p><b>Electricity</b></p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>I can 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</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p> <p><i>I might work scientifically by: systematically</i></p>	<p><b>History</b></p> <p><b>World War II and other British conflicts (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</b></p> <p><i>I am able to give sensible reasons for and results of events and changes throughout history.</i></p> <p><i>I know some events, people and changes have been interpreted in different ways and can make suggestions why this has happened.</i></p> <p><i>I have started to judge which sources of evidence are reliable and use this to inform my questioning.</i></p>	<p><b>Geography</b></p> <p><b>Compass points, grid references and ordnance surveys</b></p> <p><b>Locational Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>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.</p> <p><b>Geographical skills and field work</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describes features studied.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.</p> <p>Use field work 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.</p>

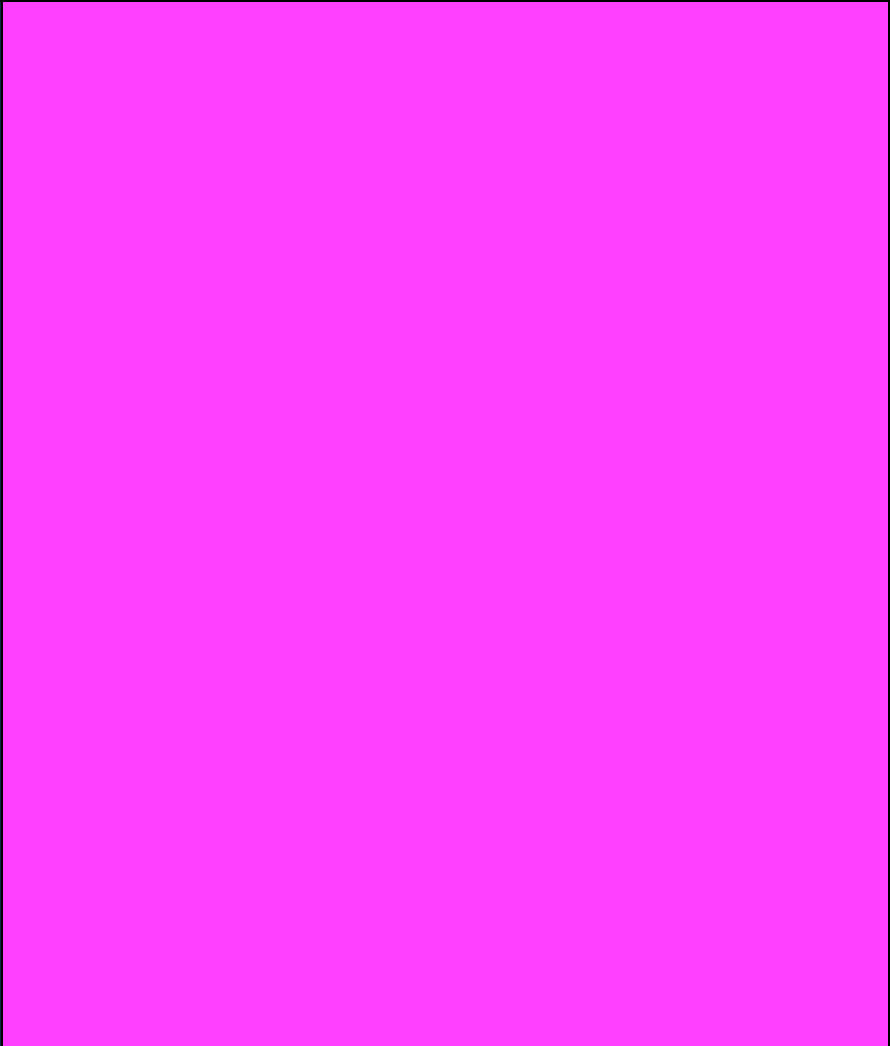
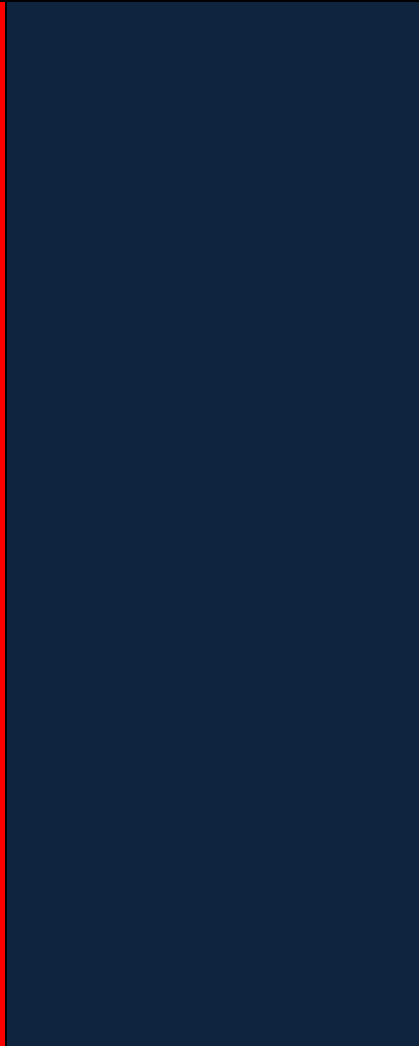


relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

I can identify scientific evidence that has been used to support or refute ideas or arguments. *I might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. I might investigate the relationship between light sources, objects and shadows by using shadow puppets. I could extend my experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.* I can identify scientific evidence that has been used to support or refute ideas or arguments.

**Teachers to plan a science investigation linked to Britain at War.**

*identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.*



Year 6 Unit of Learning – Spring 1 **Whole school trip -PPMCC**

<p align="center"><b>Values</b></p> <p><b>Resilience:</b> Resilience is strength, being able to overcome difficulties, and adapt to new situations.  <b>Honesty:</b> Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others..</p>	<p align="center"><b>Central Idea</b></p> <p>Ancient civilisations help people to understand the modern world</p> <p align="center"><b>Ancient Worlds</b></p>	<p align="center"><b>Guiding Questions</b></p> <p>What was a good life for people in the Indus Valley?          How did the civilisation develop and change?          What can we learn from Ancient civilisations?</p>	
<p align="center"><b>Computing</b></p> <p><u>Coding</u>          I can design, write and debug programs that accomplish specific goals.          I can control / stimulate physical systems          I can problem solve by decomposing algorithms into smaller parts.</p> <p><u>Digital Learning and Online Safety</u>          I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration          I can use search technologies effectively, understanding how results are selected and ranked,          I can be discerning in evaluating digital content          I can use technology safely, respectfully and responsibly; and know how to report concerns          I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p>	<p align="center"><b>Core Texts/ Visits</b></p> <p align="center">Stormbreaker          War of the Worlds</p> <p align="center"><b>Suggested visit:</b></p> <p align="center">Prince Phillip Maritime          Collection Centre</p>	<p align="center"><b>Religious Education</b></p> <p align="center"><b>Greenwich Windows on Faith</b></p> <p align="center"><b>Judaism Part 2: Unit 4 – Jewish life</b></p> <p><b>Key Questions</b>          How does the Shema tell Jews to keep their religion alive? How does life change for a Jew after their Bar/Bat Mitzvah? Why are the home and synagogue equally important in Jewish life?</p> <p><b>The Jewish home</b>          Mezuzah          keeping Kashrut – rules found in the Torah          Hospitality</p> <p><b>The Shema</b>          Said daily.          Preparing for prayer.          Philacteries, Tallit, Kippah          The Shema in the Mezuzah – signifying a Jewish home</p> <p><b>The journey of Jewish life</b>          Bar/Bat Mitzvah          Wearing Kippah, tallit and tzitzit in worship          Family celebrations in the synagogue</p>	<p align="center"><b>RHE</b></p> <p align="center"><b>Link to values</b></p> <p><b>Living the wider world</b></p> <p><b>Media literacy and digital resilience; influences and decision-making; online safety</b></p> <p><b>Key Question: How can the media influence people?</b>          how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</p> <p>that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>

			<p>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.</p> <p>to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>to recognise unsafe or suspicious content online and what to do about it</p> <p>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>to recognise the risks involved in gambling related activities, what might influence somebody to gamble</p>
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			<p>and the impact it might have</p> <p>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> <p><b>No Outsiders 6.2</b>  <b>Key learning - To consider language and freedom of speech</b>  <b>Suggested Text: The Only Way is Badger by Stella J. Jones and Carmen Saldana</b></p>
<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Gymnastics</b></p> <p><b>Shapes</b>  Demonstrate all basic shapes in gymnastics with tension, clarity, control and precision. Applying these combinations of shapes and balances with more complexity and co-ordination, tension and timing.</p> <p><b>Jumps</b>  Jump from varying heights producing clear shapes in flight, including turns and jumping from different apparatus. Landing is controlled and still – moving to the next phase with fluency. Can jump with synchrony and mirror in pairs or groups</p> <p><b>Travels</b>  Explore increasingly more complex travels such as cartwheels, vaults, bridge walks, and handstands. Working affectively in groups either mirroring or opposing partners work.</p> <p><b>Balances</b>  Create balances individually and with partner or in groups. Use strength to hold balances either as individuals or working with others. Safely counter balancing with others in creative positions.</p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;"><b>Fiction</b></p> <p>Film narrative  Short stories with flashbacks  Warning/quest stories  Descriptive writing (imagery)  Poetry – imagery (simile, metaphor, personification)</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p>Letters of complaint – email, texting, formal letter writing  Autobiography, Biography</p> <p style="text-align: center;"><b>Revisit</b></p> <p>Journalistic writing  Instructions, Reports, Explanations, Argument or Discussion text</p>	<p style="text-align: center;"><b>Music knowledge and skills</b></p> <p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>• To understand the role of music in society eg. Religion, freedom, culture</li> <li>• To make a relationship between music and occasions eg. Choosing sombre music for a funeral, pop for a party and explain why.</li> </ul>	
	<p><b>French</b></p> <p><b>Routine</b></p>		

## Performance and routines

Move in different ways with control and coordination, adjusting heights, speeds and pathways. Exploring creative methods of moving, working with partners or groups mirroring movement. Apply and incorporate apparatus affectively in a routine.

## Movement (dance)

### Body:

Perform different styles of dance clearly and fluently. Perform expressively, fluently and with control.

### Action:

Create dance phrases using a directed style. Create dance phrases to compose longer dances.

### Space:

Show free improvisation using a range of controlled movements and patterns.

### Time:

Adapt and refine the way they use levels, space and rhythm in their dances to express themselves in the style of dance they use.

### Energy:

Devise, refine and adapt a performance for a specific audience using appropriate criteria. Understand and use costume, music and set to enhance a dance performance.

### Social:

Mentor and inspire younger year groups in different styles of dance.

Investigate different dance styles and music from different eras.

### Cognitive:

Suggest, implement and refine their own and others work suggesting ways to develop technique and composition.

Recognise and identify different types of exercise that will complement their dance performance.

### Health:

Stretch and tone their bodies in preparation for dance.

Describe their daily routine, say what time they do things, what they had for breakfast etc.

*To express opinions and respond to those of others; seek clarification and help*

*To present ideas and information orally to a range of audiences*

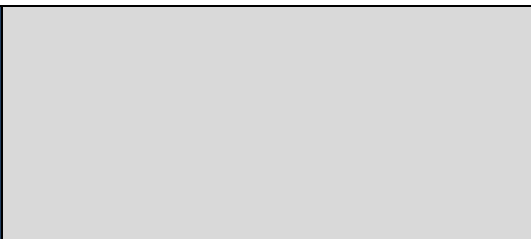
*To write phrases from memory and adapt these to create new sentences and to express ideas clearly*

*To be able to sort familiar words into feminine and masculine*

*To be able to conjugate familiar regular verbs in several different ways (eg, 'j'aime – I like, tu aimes – you like, il/elle aime – he/she likes etc.)*

*To be able to make comparisons between French and English grammar*

Choose appropriate movements to express a range of moods or feelings.  
Express a range of moods or feelings through dance.  
Explore the impact of dance on a society.



**Science Skills Working Scientifically**

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  
I can use test results to make predictions to set up further comparative and fair tests  
I can report and present 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  
I can identify scientific evidence that has been used to support or refute ideas or arguments.

**Science**

**Living things and their habitats**  
I can 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  
I can give reasons for classifying plants and animals based on specific characteristics.

**History**  
**The Indus Valley**

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; **The Indus Valley**; Ancient Egypt; The Shang Dynasty of Ancient China  
*I am able to describe and make links between past societies and periods by comparing and contrasting social, cultural, religious and ethnic diversity.*  
*I can prove I have a good understanding of historical facts and show my understanding by explaining what I have learnt.*

**Geography**

**Continents and countries**

**Locational knowledge**  
locate the world's continents and countries

**Geographical skills and fieldwork**  
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
*I can use atlases and globes and to locate places and use their position to draw conclusions about what places are like.*



Year 6 Unit of Learning – Spring 2

<p style="text-align: center;"><b>Values</b></p> <p><b>Kindness:</b> the quality of being friendly, generous, and considerate.</p> <p><b>Forgiveness:</b> Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.</p>	<p style="text-align: center;"><b>Central Idea</b></p> <p>Performance allows people to express thoughts, ideas and emotions to an audience.</p> <p style="text-align: center;"><b>SHOWTIME!</b></p>	<p style="text-align: center;"><b>Guiding Questions</b></p> <p>How do people express themselves?          What affects the way in which people express themselves?          How do people express themselves through performance?</p>	
<p style="text-align: center;"><b>Computing</b></p> <p><u>Digital Learning and Online Safety</u></p> <p>I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>I can use search technologies effectively, understanding how results are selected and ranked,</p> <p>I can be discerning in evaluating digital content</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p>	<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p>The Hunger Games</p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p>The Globe Theatre, Drama</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;"><b>Greenwich Windows on Faith</b></p> <p><b>Buddhism 2, Unit 4, Worldwide community</b></p> <p><b>Key Questions</b></p> <p>Which places have special meaning to Buddhists?          What might Buddhists gain from visiting these places?          How do Buddhists try to live a good life?</p> <p><b>Key Concepts</b></p> <p>Beliefs, teachings and sources          Practices and ways of life          Identity and belonging. Meaning, purpose and truth</p>	<p style="text-align: center;"><b>RHE</b></p> <p style="text-align: center;"><b>Link to values</b></p> <p><b>Living the wider world</b></p> <p><b>Media literacy and digital resilience; influences and decision-making; online safety</b></p> <p><b>Key Question: How do I become a global citizen?</b></p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment).</p> <p>Why and how rules and laws that</p>



## PE

### Gymnastics

#### Shapes

Demonstrate all basic shapes in gymnastics with tension, clarity, control and precision. Applying these combinations of shapes and balances with more complexity and co-ordination, tension and timing.

#### Jumps

Jump from varying heights producing clear shapes in flight, including turns and jumping from different apparatus. Landing is controlled and still – moving to the next phase with fluency. Can jump with synchrony and mirror in pairs or groups

#### Travels

Explore increasingly more complex travels such as cartwheels, vaults, bridge walks, and handstands. Working affectively in groups either mirroring or opposing partners work.

#### Balances

Create balances individually and with partner or in groups. Use strength to hold balances either as individuals or working with others. Safely counter balancing with others in creative positions.

#### Performance and routines

Move in different ways with control and coordination, adjusting heights, speeds and pathways. Exploring creative methods of moving, working with partners or groups mirroring movement. Apply and incorporate apparatus affectively in a routine.

### Movement (dance)

#### Body:

Perform different styles of dance clearly and fluently. Perform expressively, fluently and with control.

#### Action:

Create dance phrases using a directed style. Create dance phrases to compose longer dances.

protect them and others are made and enforced, why different rules are needed in different situations e.g. consent in different contexts (adapt where necessary).

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)

- About enterprise and the skills that make someone 'enterprising'

That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

- To think about the lives of other people living in other places and people with different values.
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively

<p><b>Space:</b> Show free improvisation using a range of controlled movements and patterns.</p> <p><b>Time:</b> Adapt and refine the way they use levels, space and rhythm in their dances to express themselves in the style of dance they use.</p> <p><b>Energy:</b> Devise, refine and adapt a performance for a specific audience using appropriate criteria. Understand and use costume, music and set to enhance a dance performance.</p> <p><b>Social:</b> Mentor and inspire younger year groups in different styles of dance. Investigate different dance styles and music from different eras.</p> <p><b>Cognitive:</b> Suggest, implement and refine their own and others work suggesting ways to develop technique and composition. Recognise and identify different types of exercise that will complement their dance performance.</p> <p><b>Health:</b> Stretch and tone their bodies in preparation for dance. Choose appropriate movements to express a range of moods or feelings. Express a range of moods or feelings through dance. Explore the impact of dance on a society.</p>			<p>challenge their points of view.</p> <p><b>No Outsiders 6.3</b> <b>Key learning - To overcome fears about difference</b> <b>Suggested Text: Leaf by Sandra Diechmann</b></p>
	<p><b>Writing Genres</b></p> <p><b>Fiction</b> Film narrative Short stories with flashbacks Warning/quest stories Descriptive writing (imagery) Poetry – imagery (simile, metaphor, personification)</p> <p><b>Non-Fiction</b> Letters of complaint – email, texting, formal letter writing Autobiography, Biography</p> <p><b>Revisit</b> Journalistic writing Instructions, Reports, Explanations, Argument or Discussion text</p>	<p><b>Music knowledge and skills</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• To understand the role of music in society eg. Religion, freedom, culture</li> <li>• To make a relationship between music and occasions eg. Choosing sombre music for a funeral, pop for a party and explain why.</li> </ul> <p>I can play and perform in solo and ensemble contexts, using my voice play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can use and understand staff and other musical notations I can listen with attention to detail and recall sounds with increasing aural memory I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers I can develop an understanding of the history of music</p>	

	<p><b>French</b></p> <p>Name some forms of <b>transport</b></p> <p><i>To express opinions and respond to those of others; seek clarification and help</i></p> <p><i>To present ideas and information orally to a range of audiences</i></p> <p><i>To write phrases from memory and adapt these to create new sentences and to express ideas clearly</i></p> <p><i>To be able to sort familiar words into feminine and masculine</i></p> <p><i>To be able to conjugate familiar regular verbs in several different ways (eg, 'j'aime – I like, tu aimes – you like, il/elle aime – he/she likes etc.)</i></p> <p><i>To be able to make comparisons between French and English grammar</i></p>	<p><b>History</b></p> <p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Leisure and Entertainment –</b></p> <p><i>I am able to give sensible reasons for and results of events and changes throughout history. I know some events, people and changes have been interpreted in different ways and can make suggestions why this has happened.</i></p>	
<p><b>Science Skills Working Scientifically</b></p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p><b>Science</b></p> <p><b>Light</b></p> <p>I can recognise that light appears to travel in straight lines</p> <p>I can 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</p> <p>I can explain that we see things because light travels from light sources to our eyes or from light</p>	<p><b>DT – Textiles</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g. cutting, shaping, joining and finishing)</p> <p>Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</p>	<p><b>Art– Digital Media, Printing</b></p> <p><u>DIGITAL MEDIA</u>- Know that I can select and use visual images to create and enhance artwork. I understand that by using Graphics packages, I can develop and present my ideas.</p>

<p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can report and present 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</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments. <i>I might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. I might investigate the relationship between light sources, objects and shadows by using shadow puppets. I could extend my experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.</i></p>	<p>sources to objects and then to our eyes</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g. cutting, shaping, joining and finishing)</p> <p>Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.</p> <p>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.</p>	<p>I can record my observations and use them to review and revisit ideas</p> <p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>I know about great artists, architects and designers in history.</p>
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Year 6 Unit of Learning – Summer term <b>Whole school project – Commonwealth – Sum 1</b>			
<p><b>Values</b></p> <p><b>Trust:</b> Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p> <p><b>Cooperation:</b> Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p>	<p><b>Central Idea</b></p> <p>Increasing the awareness of self - development helps us make decisions that can affect our future.</p> <p><b>Growing and Changing</b></p>	<p><b>Guiding Questions</b></p> <p>How do humans grow and change?            What affects development?            What are good choices?</p>	
<p><b>Computing</b></p> <p><u>Coding</u></p> <p>I can decompose and debug elements of code.</p> <p>I can use functions and repetition to design high quality code. (SWIFT)</p>	<p><b>Core Texts/ Visits</b></p> <p>The Graveyard Book</p> <p><b>Suggested visit:</b>            End of year trip</p>	<p><b>Religious Education            Greenwich Windows on Faith</b></p> <p><b>End of life's journey unit</b>            How is life like a journey?</p>	<p><b>RHE            Link to values</b></p> <p><b>Relationships            Different relationships, changing and</b></p>

I can design, write and debug programs that accomplish specific goals.  
 I can use sequence, selection and repetition in programs.  
 I can work with variables and various forms of input and output.  
 I can use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.

Digital Learning and Online Safety  
 I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration  
 I can use search technologies effectively, understanding how results are selected and ranked,  
 I can be discerning in evaluating digital content  
 I can use technology safely, respectfully and responsibly; and know how to report concerns  
 I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.

**PE**

**Athletics**

Running  
 Demonstrates effective three point start technique; runs with knee up, toe up action; Use sockets to pockets arm action when running; walks/runs steady for 3-5 minutes. Can identify the different running techniques needed when competing in sprints and longer distance running.

Throwing  
 Demonstrates a single arm pull using a javelin/howler with three stride approach.  
 Demonstrates over arm technique with a Turbo Jav/Howler or equivalent, Push, throw; Demonstrates a basic 'Power Position' in shot put. Can show techniques in throws to generate power and distance in their performance.

Jumping

**Writing Genres**

**Fiction**

Film narrative  
 Short stories with flashbacks  
 Warning/quest stories  
 Descriptive writing (imagery)  
 Poetry – imagery (simile, metaphor, personification)

**Non-Fiction**

Letters of complaint – email, texting, formal letter writing  
 Autobiography, Biography

**Revisit**

Journalistic writing  
 Instructions, Reports, Explanations,  
 Argument or Discussion text

How do we feel when people leave us?  
 What do Christians believe happens after we die?  
 How does the Christian community respond to bereavement?  
 What do other religions believe happens after we die?  
 How do they respond to bereavement?  
 How do we remember people who have died?

**Understanding faith in Greenwich**  
 What can we discover about the faiths and beliefs in our class and school?; What can we discover about the faiths and beliefs in the local community and Greenwich?; How have faith and belief communities in Greenwich changed over the past 50 years? What are the reasons for changes in these communities in Greenwich?; How do faith groups work in partnership with each other and the local community? How has life in Greenwich been enriched by the diversity of the faiths and beliefs

**growing, adulthood, independence, moving to secondary school**  
**Key Question: What will change as we become more independent?**

Exploration of bullying behaviour.

Individuality and the right to personal choice.

Acceptancee and homophobic bullying.

To recognise and challenge stereotypes realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help.

that people have different kinds of relationships in their lives, including romantic or intimate relationships

Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

that people who are attracted to and love each other can be of any

Link a run up with jumping. Demonstrates fast controlled approach with 8-10 strides and demonstrates basic head up, chest up, drive forwards and up technique.  
Explore more complex jumps such as vertical jump, and triples jump.

**Games – Striking and Fielding**

**Movement**

Confidently position bodies to receive objects and demonstrate coordination when receiving. Have a good awareness of positions on the court or pitch and stay in space to gain advantage for their team.  
Master and apply agility, balance and coordination and use this to evade and deceive opponents whilst attacking.  
Know and understand the positions they play and identify and show specific attacking and defending skills.

**Ball Skills**

Apply a range of different techniques to send objects. Select which pass suit the situation. Develop accuracy and length of pass and use the correct technique to match the scenario. Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills when kicking or using and implement and adapt these to meet the needs of the situation.

**Striking/Net and Wall Games**

Consolidate striking the ball- demonstrating control and consistency. Children have the chance to demonstrate strokes and opportunities to strike the ball consistently.  
Apply strokes into game activities.  
Can demonstrate different batting techniques and consistently strike a moving ball.



that make up the borough?

gender, ethnicity or faith; the way couples care for one another

that adults can choose to be part of a committed relationship or not, including marriage or civil partnership

that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime

*To explore the importance of communication and respect in relationships*

*Explore positive and negative ways of communicating including boundaries and bullying; in relationships and at home. Who to talk to/ go to for help (include helpline contacts for FGM).*

*Personal boundaries and the right to say no.*

**No Outsiders 6.5**  
**Key learning - To show acceptance**  
**Suggested Text: Introducing Teddy by Jessica Walton and Dougal MacPherson**

**Relationships**  
**Different relationships, changing and**

**growing, adulthood,  
independence, moving to  
secondary school**

**Key Question: How do  
friendships change as we  
grow?**

*how puberty relates to  
growing from childhood to  
adulthood*

*how their body will, and  
their emotions may, change  
as they approach and  
move through puberty*

*about the reproductive  
organs and process  
- consider the different ways  
people might start a family*

*how babies are conceived  
and born and how they  
need to be cared for*

*that there are ways to  
prevent a baby being made<sup>2</sup>*

*how growing up and  
becoming more  
independent comes with  
increased opportunities and  
responsibilities*

*how friendships may  
change as they grow and  
how to manage this*

how to manage change,  
including moving to  
secondary school; how to  
ask for support or where



			<p>to seek further information and advice regarding growing up and changing</p> <p>Transitions between schools and understanding /establishing boundaries in a new environment.</p> <p>About change, including, loss, separation, divorce and bereavement.</p> <p><b>No Outsiders 6.5</b>  <b>Key learning - To consider democracy</b>  <b>Suggested Text: A Day in the Life of Marlon Bundo by Marlon Bundo with Jill Twiss</b></p>
<p style="text-align: center;"><b>French</b></p> <p style="text-align: center;"><b>Transition and Dreams</b></p> <p>Express preferences about different sports and say one or two sentences about a sporting event</p> <p>To discuss changes into secondary school, to ask for help, to say what future dreams are</p> <p><i>To express opinions and respond to those of others; seek clarification and help</i></p> <p><i>To present ideas and information orally to a range of audiences</i></p> <p><i>To write phrases from memory and adapt these to create new sentences and to express ideas clearly</i></p> <p><i>To be able to sort familiar words into feminine and masculine</i></p> <p><i>To be able to conjugate familiar regular verbs in several different ways (eg, 'j'aime – I like, tu aimes – you like, il/elle aime – he/she likes etc.)</i></p> <p><i>To be able to make comparisons between French and English grammar</i></p>		<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Composition and World</b></p> <ul style="list-style-type: none"> <li>• To understand the relationship between rhythm, melody and dynamics</li> <li>• To apply existing knowledge of rhythm to compositions and improvisations</li> <li>• To attempt to perform more complex rhythms (semi breve, minim, crotchet, quaver and semiquaver)</li> <li>• To understand the role of a counter melody to improve or enhance a piece of music</li> <li>• To combine ideas to compose an independent group melody</li> <li>• To compose melody, rhythm and lyrics in a series of combinations which make musical sense</li> </ul>	

**Art- Digital Media, Land art**

DIGITAL MEDIA- Know that I can select and use visual images to create and enhance artwork. I understand that by using Graphics packages, I can develop and present my ideas.

DIGITAL MEDIA- improve their mastery of design techniques. I can import an image (scanned, retrieved or taken) into a Graphics package.  
Create layered images from original ideas in sketchbooks.

Know that sculpture can be found in a wide range of environments.  
Familiar with sculptors, Andy Goldsworthy and Antony Gormley (Swanage)  
A range of joining and moulding techniques for paper, wood and plastic.  
Can create models and 3D forms within, and to be viewed in, a range of different environments.

I can record my observations and use them to review and revisit ideas  
I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)  
I know about great artists, architects and designers in history.

- To adhere to simple structures when composing eg. ABA, verse-chorus-verse or 5 notes-6 notes-5 notes  
To perform successfully in solo small group and larger vocal and instrumental ensembles.

**Science S**

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

**Science**

**Animals including Humans**  
I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  
I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions  
I can describe the ways in which nutrients and water are transported within animals, including humans.  
*I could work scientifically by researching the gestation periods of other animals and comparing them with*

**D- electrical programming**

Understand what an electrical system is and use in a product e.g. a series circuit including a bulb, motor, buzzer or switch.  
Can use programming to monitor and control their product.  
Knowledge:  
Understand what an electrical system is and use in a product e.g. a series circuit including a bulb, motor, buzzer or switch.  
Can use programming to monitor and control their product.  
Skills:  
Use research to develop design criteria. Design innovative, functional, appealing products aimed at particular individuals or groups.

**DT Food**

Understand and be able to apply the principles of a healthy and varied diet.  
Know how ingredients can be grown, reared, caught and processed. Can explain what seasonality is.  
**Design:** I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, and aimed at a specific audience; I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

<p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can report and present 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</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><i>humans; by finding out and recording the length and mass of a baby as it grows.</i></p> <p><i>I might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p>	<p>Generate, develop, model and communicate ideas through cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>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.</p>	<p><b>Make:</b> I can select from and use a wider range of tools and equipment for cutting, shaping, joining and finishing, accurately</p> <p>I can select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</p> <p><b>Evaluate:</b> I can investigate and analyse a range of existing products</p> <p>I can evaluate ideas and products against design criteria and consider the views of others</p> <p>I can understand how key events and individuals in DT</p> <p><b>Technical knowledge:</b> I can apply understanding of how to strengthen, more complex structures</p> <p>I can understand and use mechanical systems in products</p> <p>I can understand and use electrical systems in products,</p> <p>I can apply my understanding of computing to programme, monitor and control products.</p> <p><b>Cooking and Nutrition:</b> I understand and apply the principles of a healthy and varied diet</p> <p>I can prepare and cook a variety of dishes using a range of cooking techniques</p> <p>I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
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