

## English

- Narrative – Science-fiction and generic story
- Explanation
- Discussion
- Poetry

## Science

- Earth and Space
- Forces
- Evolution

## History

- The Space Race (Historical skills, chronological understanding and using sources)

## Computing

- e-Safety
- Computer Science

# 3, 2, 1, Blast Off



## R.E.

- Who was Jesus and why did people follow him?
- What makes a person inspiring to believers? (Judaism/Islam)
- Easter

## Music

- Space Music

## Art and D.T.

- Drawing and Painting
- Construction

## PSHE

- Going for Goals
- It's Good to be Me
- Drug types, uses and users
- Developing Risk Management – Keeping safe at home, keeping safe outside

## Special Events:

- Space Workshop
- Dress Up Day

## P.E.

- Gymnastics and Dance
- Cricket and Netball

**Year Six – Miss Jordan**

## **P.E.**

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Create complex and well-executed sequences that include a full range of movements
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Choose and combine techniques in game situations
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.

## **Music**

- To perform
- To describe
- To compose
- To transcribe

## **Art**

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

## **D.T.**

- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
- Ensure products have a high quality finish, using art skills where appropriate.

## **Science**

- Plan enquiries, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Present findings in written form, displays and other presentations.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

## **History**

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate