

- The table below identifies the objectives for this year group and which term these objectives should be covered, however staff have ownership over when they are taught in the term.
- It is expected that the Wider Curriculum will be taught weekly or fortnightly, depending on the timetable agreed by SLT, to ensure mastery of key skills.

**All staff must RAG rate the objectives electronically at the end of each half-term to ensure coverage of the objectives - these will be monitored.**

Foundation Subjects:	National Curriculum Coverage:	Year 6		
		Autumn Local History in Haverhill	Spring WWII	Summer Africa
<b>Art and Design</b>	Collect information, sketches and resources to present ideas imaginatively in a sketchbook. Develop ideas. Comment on work with a fluent grasp of visual language.	Collect photographs of Haverhill from past and present and children to draw half of the photograph in their sketch books		Sketch and present ideas using a range of skills and a wide variety of pencils.
	In painting, sketch lightly before painting to combine line and colour; create a colour palate based on colours observed in the natural or built world; use the qualities of water colour and acrylic paint to create visually interesting pieces; combine colours, tone and tints to enhance the mood of a piece; use brush techniques to create texture.	Pupils to sketch and paint a water colour picture of different Haverhill landmarks. These included St Mary's church and East Town park.		
	In collage, mix textures; combine visual and tactile qualities;	Children to create a collage using a variety of different colours to re-create a then and now picture in Haverhill.		
	In collage, use ceramic mosaic materials and techniques			Create a mosaic tile on Nelson Mandela.
	In textiles, show precision in techniques; choose from a range of stitching techniques; combine previously learnt techniques to new pieces		Create a class patchwork blanket using links to 'make do and mend' (World War Two)	
	Show how great artists have influenced your work			Georges Seurat - Pointillism - South African sunset.
<b>Computing</b>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems			
	Solve problems by decomposing them into smaller parts			
	Use sequence, selection and repetition in programs			
	Work with variables and various forms of input and output			
	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			
	Understand computer networks, including the internet; how they can provide multiple services, such as the WWW and the opportunities they offer for communication and collaboration			
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information to collect and present data and information			
	Use technology safely, respectfully and responsibly; know a range of ways to report concerns about content and contact.			
<b>Design Technology</b>	Understand how key events and individuals in design and technology have helped shape the world		Air- Raid and Anderson Shelters.	
	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]			Create an electrical circuit using switches bulbs, buzzers and motors suitable for an African house

		Understand and apply the principles of a healthy and varied diet	Pupils to sample a variety of healthy snacks and foods alongside animals including humans unit of work in Science and then evaluate different food groups.			
		Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		Pupils create a variety of snacks using rationing of food products on WW2 Evacuation Day.	Pupils create a variety of South African dishes to sample and try.	
		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Discuss through WW2 and idea of rationing and Dig For Victory campaign.		
Science	Working scientifically	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary				
		Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate				
		Recording data and results of increasing complexity using scientific diagrams and labels, scatter graphs, bar and line graphs				
		Recording data and results of increasing complexity using tables, scatter graphs, bar and line graphs				
		Recording data and results of increasing complexity using classification keys and tables,				
		Using test results to make predictions to set up further comparative and fair tests				
		Reporting and presenting 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				
		Identifying scientific evidence that has been used to support or refute ideas or arguments				
	Living things and their habitats	describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences				Pupils will be able to describe how living things are classified into broad groups related to their characteristics. They will be able to complete a detailed fact file on different animals of their choice through careful research.  Pupils will be able to go on a tour of the school to identify different plants and describe their different characteristics.
		give reasons for classifying plants and animals based on specific characteristics				
	Animals, including humans	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Pupils will learn about the circulatory system and the importance of the heart. They will be able to describe how the heart inhales oxygen and exhales carbon dioxide. Pupils will also be able to learn the importance of arteries, ventricles and veins.			
		recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function				
		describe the way in which nutrients and water are transported within animals, including humans	Pupils will learn about the importance of a balanced diet and will be able to discuss the impact of drugs on our bodies.  Pupils should also understand how nutrients are transported within humans and investigate how food/water is digested through the digestive system.  Pupils will have a practical demonstration of a heart dissection with the Castle Manor Head Teacher			
	Evolution and inheritance	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago			Pupils will be able to recognise that things have changed over time by looking at, discussing and drawing different fossils. In doing so, pupils will be able to identify similarities and differences between animal and plant fossils.	
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents						
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution				Pupils will learn about Charles Darwin and his theory of evolution and his journey around the world.  Pupils will learn about how different animals -such as: camels, penguins, fish and lions - adapt to their environment and how their adaptive traits may lead to evolution.		

				Finally, pupils will learn about animals - such as the dodo -that have gone extinct or animals whom are in danger of extinction such as the orang-utan.	
Light	recognise that light appears to travel in straight lines				
	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	Pupils will learn the differences between 'natural' and 'manmade' sources of light and be able to identify natural and manmade light sources.			
	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	Pupils will be able to discuss and prove how light travels in a straight line from a light source such as: the sun or a torch.			
	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Pupils will be able to describe and explain -through labelled diagrams -how light helps us to see and how it helps us to see different colours.  Pupils will be able to describe how 'transparent', 'opaque' and 'translucent' objects effect the size, shape and outcome of shadows.			
Electricity	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit			Pupils will learn about the term 'voltage' and will be able to create electrical circuits consisting of buzzers, wires, cells, lamps and switches and describe how the current moves through the circuit.	
	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				
	use recognised symbols when representing a simple circuit in a diagram			Pupils will be able to make amendments to their electrical circuits and alter the brightness of a lamp/lamps. They will also be able to draw and describe electrical circuits using the correct symbols.  Pupils will be able to understand the importance of electricity in the world and will be able to discuss famous scientists and their impact on the development of electricity. These including Volta, Tesla and Franklin.	
Geography	Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, including how these have changed over time			London and Berlin before and after the Blitz	
	Understand some of the reasons for geographical similarities and differences between countries and how regions are interconnected and interdependent	Discuss similarities and differences between Suffolk and Essex.			Consider environment, evolution and climate change.
	Describe how locations around the world are changing and explain some of the reasons for change				Discuss climate change and impact on the world.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)				Discuss different climate changes between Africa and the UK and discuss positions in relation to the equator.
	Understand geographical similarities and differences through the study of Haverhill	Local study of Haverhill. Looking at the past and present of Haverhill. Identifying changes in the town.			
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts				
	Describe and understand key aspects of human geography, including: economic activity including trade links				Discuss fair trade and the impact of fair trade. Distribution of natural resources of South Africa including energy, food, minerals and water.
	Analyse and give views on the effectiveness of different geographical representations of a location, such as aerial images compared with topological maps	Investigate aerial images of Haverhill, Suffolk and another town.			
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of				Pupils use atlases to identify different countries in Africa.



	Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			Pupils draw their own maps of Africa and create a key with symbols. Pupils challenge each other to find different places using six-figure grid references.
	Use different types of fieldwork sampling 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, statistics and digital technologies.			
<b>History</b>	Identify continuity and change in the history of the locality of the school	Compare and contrast the history of Place Farm.		
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WW2 and a study of its impact locally		WW2 and a study of its impact locally	
	Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied		Dig for Victory, Campaign for woman to go to work.	
	Use sources of evidence to deduce and analyse information about the past. Select suitable sources of information and give reasons for choices, recognising that no single source of evidence gives the full answer to questions about the past	Compare and contrast images of Haverhill from the past and present. Children give reasons for similarities and differences.	Compare and contrast images showing children who have been evacuated.	
	To discuss and evaluate the reliability of sources - Adolf Hitler, Winston Churchill, Nelson Mandela, Emily Davison and Rosa Parks		Adolf Hitler, Winston Churchill	Nelson Mandela, Emily Davison and Rosa Parks
	Develop a chronologically secure knowledge of British, local (Haverhill) and world history (WW2)	Children create a timeline of local (Haverhill) history	Create a timeline of key events and dates from WW2 - including the start/end of the war, when rationing and evacuation started etc	
	A non-European society that provides contrasts with British history - Africa			Africa and apartheid - influence and impact on Africa
<b>Music</b>  *National curriculum statements are marked as bold. Italics show the knowledge from Charanga units.	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression:</b> <i>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</i> <i>To know about the style of the songs so you can represent the feeling and context to your audience.</i> <i>To choose a song and be able to talk about:</i> - <i>its main features; Singing in unison, the solo, lead vocal, backing vocals or rapping; To know what the song is about and the meaning of the lyrics; To know and explain the importance of warming up your voice.</i> <i>To know and be able to talk about:</i> <i>Performing is sharing music with an audience with belief; A performance doesn't have to be a drama! It can be to one person or to each other; Everything that will be performed must be planned and learned; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; A performance involves communicating ideas, thoughts and feelings about the song/music.</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
	<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music:</b> <i>To know and be able to talk about improvisation:</i> - <i>Improvisation is making up your own tunes on the spot; When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; To know that using one, two or three notes confidently is better than using five; To know that if you improvise using the notes you are given, you cannot make a mistake; To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations; To know three well-known improvising musicians</i> <i>To know and be able to talk about:</i> <i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends; A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure; Notation: recognise the connection between sound and symbol</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
	<b>Listen with attention to detail and recall sounds with increasing aural memory:</b> <i>To know five songs from memory, who sang or wrote them, when they were written and why.</i> <i>To know the style of the songs and to name other songs from the Units in those styles.</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
	<b>Use and understand staff and other musical notations:</b> <i>Know and be able to talk about:</i> - <i>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music; How to keep the internal pulse; Musical Leadership: creating musical ideas for the group to copy or respond to</i> <i>To know and be able to talk about:</i> <i>Different ways of writing music down - e.g. staff notations, symbols; The notes C, D, E, F, G, A, B + C on the treble staff; The instruments they might play or be played in a band or orchestra or by their friends.</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
	<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</b> <i>To choose three or four other songs and be able to talk about:</i> <i>The style indicators of the songs (musical characteristics that give the songs their style); The lyrics: what the songs are about; Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre); Identify the structure of the songs (intro, verse, chorus etc.); Name some of the instruments used in the songs</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>

	<p><b>Develop an understanding of the history of music:</b>  <i>To choose three or four other songs and be able to talk about:</i></p> <ul style="list-style-type: none"> <li>- <i>The historical context of the songs. What else was going on at this time, musically and historically?</i></li> </ul> <p><i>Know and talk about the fact that we each have a musical identity.</i></p>	ongoing	ongoing	ongoing
Religious Education	Know what key beliefs people hold about God, the world and humans: Muslim,			
	Why some figures, e.g. founders, leader and teachers, inspire religious believers: Muhammad, Mary			
	How religious families and communities practise their faith and the contributions this makes to local life: strength of the Christian religion			
	Where, how and why people worship including the importance of some particular religious sites: Mosque, Pilgrimage to Makkah			
	Why some occasions are sacred to believers and what people think about life after death: Akhirah			
	How religious and spiritual ideas are expressed: Mary as Jesus' mother			
	How religions respond to global issues of human rights, fairness, social justice and the importance of the environment: Akhirah, Muslim commitment to God			
Physical Education (where applicable)	Use running, jumping, throwing and catching in isolation and in combination			
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending			
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]			
	Perform dances using a range of movement patterns			
	Take part in outdoor and adventurous activity challenges both individually and within a team			
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Swim competently, confidently and proficiently over a distance of at least 25 metres			
	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]			
	Perform safe self-rescue in different water-based situations.			

French	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Numbers 1-10		Days of the week
	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<ul style="list-style-type: none"> <li>Ask someone's name and say your own.</li> <li>Ask how someone is and respond to the same question</li> </ul>		
	speaking in sentences, using familiar vocabulary, phrases and basic language structures			Describe hair and eyes
	appreciate stories, songs, poems and rhymes in the language	Numbers 1-10		Days of the week
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Musical Instruments and girl/boy/dragon.	<ul style="list-style-type: none"> <li>Classroom Objects</li> <li>Colours</li> </ul>	Identify parts of the body
	describe people, places, things and actions orally* and in writing		Say your age	Give basic character descriptions (physical)
	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	First notions of gender	<ul style="list-style-type: none"> <li>Gender</li> <li>Basic word order</li> </ul>	<ul style="list-style-type: none"> <li>Simple word order</li> <li>Gender</li> <li>The definite article</li> </ul>
	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Musical instruments	Describe an object's colour	Describe eyes, hair and appearance
	present ideas and information orally to a range of audiences	French Chateaux project	Say your age	Famous French People Project
	read carefully and show understanding of words, phrases and simple writing	Read greetings and questions	Recognise classroom instructions	Recognise days of the week
	write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Greetings	Classroom objects	Give basic character descriptions
	listen attentively to spoken language and show understanding by joining in and responding	Asking and answering spoken questions/greetings.	Classroom instructions	Listen and understand classroom instructions and praise words.
	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Numbers 1-10		Days of the week