



Y6

ARE skills map

# Y6 Science

Autumn 1: Evolution & inheritance	Spring 1: Judaism and the human body (circulation system)	Summer 1: You're hired (enterprise) – analysing data from market research
<p>I can plan different types of scientific enquiry.</p> <p>I can record data and results using scientific classification keys, tables,</p> <p>I can report findings from enquiries in a range of ways. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>	<p>I can plan different types of scientific enquiry</p> <p>I can measure accurate and precisely using a range of equipment.</p> <p>I can explain causal relationships in an enquiry</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>	<p>I can record data and results using tables, scatter graphs, bar graphs</p> <p>I can report findings from enquiries in a range of ways</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>
Autumn 2: World War 2 Science – linked to modern day warfare	Spring 2: Titanic – Light and how we see	Summer 2: New Brighton - Electricity
<p>I can plan different types of scientific enquiry</p> <p>I can use the outcome of test results to make predictions and set up a further comparative fair test.</p> <p>I can record data and results using tables, bar and line graphs</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>	<p>I can plan different types of scientific enquiry</p> <p>I can control variables in an enquiry</p> <p>I can explain a conclusion from an enquiry.</p> <p>I can record data and results using scientific diagrams</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>	<p>I can measure accurate and precisely using a range of equipment.</p> <p>I can record data and results using scientific diagrams</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>

# Y6 Computing

Autumn 1: Alfred Wallace (evolution & inheritance)	Spring 1: Judaism and the human body	Summer 1: You're hired (enterprise)

Autumn 2: World War 2 -	Spring 2: Titanic	Summer 2: New Brighton

# Y6 History

Autumn 1: Alfred Wallace (evolution & inheritance)	Spring 1: Judaism and the human body	Summer 1: You're hired (enterprise)
I can summarise how Britain has had a major influence on the world.		

Autumn 2: World War 2	Spring 2: Titanic	Summer 2: New Brighton
<p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can summarise how Britain has had a major influence on the world.</p> <p>I can identify and explain propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>	<p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>	<p>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p>I can describe the features of historical events and way of life from periods I have studied; presenting to an audience</p>

# Y6 Geography

Autumn 1: Alfred Wallace (evolution & inheritance)	Spring 1: Judaism and the human body	Summer 1: You're hired (enterprise)
I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.	I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. I can describe how some places are similar and dissimilar in relation to their human and physical features.	

Autumn 2: World War 2	Spring 2: Titanic	Summer 2: New Brighton
I can answer questions by using a map.  Link to modern day warfare: I can name the largest desert in the world and locate desert regions in an atlas.	I can explain how time zones work and calculate time differences around the world.	I can use Ordnance Survey symbols and 6 figure grid references.

# Y6 PE

Autumn 1: Rounders & Colomendy	Spring 1: Gymnastics	Summer 1: Football
<u>Games</u> I can play to agreed rules. I can explain rules.  <u>Outdoor &amp; adventurous</u> I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger.	<u>Gymnastics</u> I can combine my own work with that of others. I can link sequences to specific timings	<u>Games</u> I can make a team and communicate plan. I can lead others in a game situation.
Autumn 2: Tennis	Spring 2: Dance	Summer 2: Athletics
<u>Games</u> I can explain rules. I can umpire.	<u>Dance</u> I can develop sequences in a specific style. I can choose my own music and style.	<u>Athletics</u> I can demonstrate stamina

# Y6 Art

Autumn 1: Alfred Wallace (evolution & inheritance)	Spring 1: Judaism and the human body	Summer 1: You're hired (enterprise)
I can explain why I have chosen specific techniques to create my art.	I can explain why I have used different tools to create art.	I can use a range of e-resources to create art.

Autumn 2: World War 2	Spring 2: Titanic	Summer 2: New Brighton
I can explain the style of my work and how it has been influenced by a famous artist.	I can use feedback to make amendments and improvement to my art.	I can over print to create different patterns.

# Y6 Music

Autumn 1:	Spring 1: A new year carol	Summer 1:
	I can perform parts from memory. I can analyse features within different pieces of music.	

Autumn 2: Classroom Jazz	Spring 2:	Summer 2:
I can perform parts from memory I can analyse features within different pieces of music.		I can sing in harmony confidently and accurately. • • I can take the lead in a performance. • I can use a variety of different musical devices in my composition (including melody, rhythms and chords). • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • • I can compare and contrast the impact that different composers from different times have had on people of that time.



# Y6 DT

Autumn 1: Alfred Wallace (evolution & inheritance)	Spring 1: Judaism - cookery	Summer 1: You're hired (enterprise)
	<ul style="list-style-type: none"><li>• I can explain how products should be stored and give reasons.</li><li>• I show that I can test and evaluate my products.</li></ul>	I can use market research to inform my plans and ideas I can work within a budget.
Autumn 2: World War 2 Make do and mend - sewing	Spring 2: Titanic	Summer 2: New Brighton – Fair ground
I can evaluate my product against clear criteria.		I can follow and refine my plans I can show that I consider culture and society in my plans and designs.

# Y6 MFL

Autumn 1: Food	Spring 1:	Summer 1:
<p>Understand the main points, including opinions, from a spoken passage</p> <p>Have conversations</p> <p>Understand the main points and some detail from a written passage</p> <p>Read short texts independently</p> <p>Ensure children are aware of tu/vous difference and using them appropriately</p>	<p>SATs preparation time: no new language or skills to cover</p> <p>Maintain level with daily practise of greetings, date, weather, birthdays etc</p>	<p>SATs preparation time: no new language or skills to cover</p> <p>Maintain level with daily practise of greetings, date, weather, birthdays etc</p>
Autumn 2: Weather	Spring 2:	Summer 2: Ourselves – chn to research and find their own vocabulary
<p>Understand the main points, including opinions, from a spoken passage</p> <p>Have conversations</p> <p>Understand the main points and some detail from a written passage</p> <p>Read short texts independently</p> <p>Ensure children are aware of tu/vous difference and using them appropriately</p>	<p>SATs preparation time: no new language or skills to cover</p> <p>Maintain level with daily practise of greetings, date, weather, birthdays etc</p>	<p>Use existing knowledge to pronounce new words</p> <p>Show confidence with unfamiliar language</p> <p>Give presentations</p> <p>Write short texts</p> <p>Write sentences from memory</p> <p>Recognise and apply some grammar (using correct article, using correct form of verb. Extending to using adjective agreements, using negatives independently)</p> <p>14 Julliet (Bastille day)</p> <p>This should be largely an independent project for children to present to the class at the end.</p> <p>Encourage adjective agreements for HAP</p>

Y6 RE

Autumn 1: Promises	Spring 1: Judaism	Summer 1: Choices

Autumn 2: Christian Faith in Action & Magi ad Prophecy	Spring 2: Easter in Art	Summer 2: Memories