



Binstead Primary School

Year 6 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
Science	<p style="text-align: center;">Animals (including humans)</p> <p>Name the main parts of the human circulatory system and describe the function of heart, blood, vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on how the body functions. Describe how nutrients and water are transported around the body within animals, including humans.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p style="text-align: center;">Light</p> <p>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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes. 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>Pupils 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. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).</p>	<p style="text-align: center;">Living Things & Habitats</p> <p>Describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p style="text-align: center;">Evolution and Inheritance</p> <p>Recognise living things have changed over years and that fossils tell us about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but they 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.</p> <p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and</p>	<p style="text-align: center;">Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells. Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and on/off switches. Use recognised symbols when representing a simple circuit diagram.</p> <p>Pupils might work scientifically by: systematically 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.</p> <p>Scientist links: Nikola Tesla (many important advances in technologies such as x-rays, neon lights and robotics)</p>



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	Scientist links: Marie Maynard Daly (investigated how the heart and circulatory system are affected by sugar and cholesterol)	disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers. Scientist links: Carl Linnaeus (pioneer of classification) Charles Darwin (theories of evolution) Mary Leakey (discovered fossils of early hominins and their tools. The fossils provided evidence for the evolution of humans)	
<p style="text-align: center;">Working Scientifically</p> <p>Plan different types of scientific enquiry to answer questions and recognise and control the variables. Take measurements with increasing accuracy and precision; repeating readings when appropriate. Record data and results using diagrams, labels, keys, tables, scatter, bar and line graphs. Use test results to make predictions and to set up further comparative and fair tests. Report and present findings from enquiries in written or oral form and in terms of presentations. Identify and use evidence to support or refute ideas.</p>			



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Geography	<p style="text-align: center;">Antarctica</p> <p>Identify the position and significance of the equator, Northern and Southern hemisphere, Arctic and Antarctic circle, Greenwich Meridian, timezones and tropics</p> <p>Understand geographical similarities and differences through the study of human and physical geography of Antarctica.</p> <p>Explain what human and physical features I think will be present in a location.</p> <p>Use 6 grid references and 8 point compass references.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and features described</p>	<p style="text-align: center;">Natural Disasters</p> <p>Use an atlas to locate natural disaster hotspots around the globe.</p> <p>Locate the world's countries, using maps to concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Describe and explain the processes that cause 2 different natural disasters.</p> <p>Use photographs to explain the impact of natural disasters on a locality.</p> <p>Choose the most appropriate way to communicate my findings.</p> <p>I can use photographs to explain the impact of natural disasters on a locality.</p> <p>I can describe and explain the processes that cause 2 different natural disasters.</p>	<p style="text-align: center;">Is every country the same?</p> <p>Locate key towns and features of localities in England with connections to renewable energy.</p> <p>I can explain the distribution of natural resources including energy, food, minerals and water</p> <p>Explain how development of renewable energy can lead to a reduction in climate change.</p> <p>Explain why localities are good for renewable energy. (wind/tidal/biomass)</p> <p>Describe and understand key aspects of climate change and global warming</p> <p>Carry out my own investigations to find the answer to a geographical question.</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present where would be the best place in the school grounds for a wind turbine/solar panels, including plans and graphs & digital technologies</p> <p><u>Fieldwork</u></p> <p>Where is the best place in the school grounds for a wind turbine/solar panels?</p>



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History	<p style="text-align: center;">Non-European Society (Baghdad)</p> <p>I can accurately place any dates across any time period on a timeline that I have created.</p> <p>I can make predictions about what life was like based on the position on a timeline.</p> <p>I can select my own evidence from sources to describe life and changes across periods I am studying.</p> <p>I can explain the importance of printing and learning in the growth of cities like Baghdad.</p> <p>I can recognise that some historical evidence is biased according to viewpoint or purpose and therefore cannot be relied on as evidence.</p> <p>I can ask, research and answer my own questions about the past.</p>	<p style="text-align: center;">Local Study – Defence of the Realm</p> <p>Use Yr 1 – 4 words +era, period.</p> <p>Accurately place any dates across anytime period on a timeline that I have created.</p> <p>Order naval ships and explain the reasons that I have ordered them.</p> <p>Explain why England (UK) has placed an importance on a strong Navy.</p> <p>Explain the political reasons behind the Spanish Armada and explain why it was not successful.</p> <p>Write from two different perspectives about the same event and explain why people would hold differing views about the same event.</p> <p>Give my solutions to historical dilemma and compare my solution to the actual outcome.</p> <p>Find a range of sources that corroborate each other.</p> <p>Explain the need to find sources that corroborate.</p> <p>I can empathise with a historical figure.</p>	

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Design Technology	<p style="text-align: center;">Cooking & Nutrition</p> <p>I can plan a seasonal meal (Christmas), planning the design criteria and investigating different options.</p> <p>I can apply the principles of a healthy and varied diet.</p> <p>I can explain seasonality and explore where and how a variety of foods are grown, reared, caught and processed.</p> <p>I can prepare and cook a seasonal meal, using a range of cooking processes.</p> <p>I can evaluate my meal and consider the views of others as to how it could be further improved.</p>	<p style="text-align: center;">Computer Programming</p> <p>I can decide my own criteria for my design.</p> <p>I can justify my design criteria to someone else – providing reasons for each one.</p> <p>I can create a product that uses a computer programme to make an object move accurately.</p> <p>I can analyse my own product and explain what I would do to improve it.</p> <p>I can use my evaluations to make adaptations to make it more successful.</p> <p>I can explain what has been successful and what hasn't in my own design.</p>	<p style="text-align: center;">Wind Turbines</p> <p>I can investigate the evolution of the wind industry and the important role it plays in the world today.</p> <p>I can make links with people working in this industry today.</p> <p>I can research and plan design criteria for a wind turbine, ensuring it is functional and innovative. I can produce a detailed step by step plan, using annotated sketches and diagrams.</p> <p>I can make prototype models..</p> <p>I can join different materials using a range of techniques.</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p>



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PE	<p style="text-align: center;">Invasion Games (Rugby)</p> <p>I can pass backwards and sideways in a game situation. I can begin to select the correct pass to throw in game situations. I can catch the ball in a game situation. I can gather a ball from the ground. I can use the flat defensive line in a game situation. I can use tagging skills as part of a team under pressure in a game situation with increasing consistency. I can select running lines to target space with increased success. I can support the runner in a game situation. I can pass to the best placed support runner with developing success in a game situation. I can begin to move inside with increased success when they near the side-line.</p> <p style="text-align: center;">Gymnastics</p> <p>I can perform all of the shapes up to year 6 with control and balance. I can jump and land safely from the ground and the bench to include at least the tuck, straddle, pike and the straight. I can independently construct a sequence with smooth transitions on to and off of the equipment to include a range of shapes from the year 6 list. Independently use the cards to give feedback on performance and improve my own performance.</p>	<p style="text-align: center;">Invasion Games (Hockey)</p> <p>I can use passes in a game situation to create scoring chances. I can make increasing correct decisions about type and destination of pass. I can dribble the ball in a game situation. I can make increasingly correct decisions about when to dribble and when not to. I can use correct receiving position in a game situation. I can work as part of a team to defend the goal (understand goal side). I can make increasingly correct choices about when to dribble and when to pass. I can find space to receive the ball more regularly. I can use hit safely to score in a target with increased success inside the scoring zone.</p> <p style="text-align: center;">Dance</p> <p>I can perform with confidence, using a range of movements. I can use my imagination when creating my own dance. I can combine flexibility, techniques and movements to create a fluid dance. I can move using the required style in relation to the stimulus. I can move to the beat in my dance. I can dance with fluency, linking my movements. I can modify parts of my dance as a result of self and peer evaluation.</p>	<p style="text-align: center;">Net and Wall (Tennis)</p> <p>I can co-ordinate ball toss with strike for serving. I uses forehand and backhand in a rally. I can strike a volley in a rally situation. I can strike a serve as an overarm with developing control. I can begin to play shots to win a rally in a match with increasing success. I understand the serving rules. I can attempt to send the ball into empty areas of the opponent's court space.</p> <p style="text-align: center;">Dance</p> <p>I can perform with confidence, using a range of movements. I can use my imagination when creating my own dance. I can combine flexibility, techniques and movements to create a fluid sequence. I can move using the required style in relation to the stimulus. I can move to the beat in my dance. I can dance with fluency, linking my movements. I can modify parts of my dance as a result of self and peer evaluation.</p> <p style="text-align: center;">Striking and Fielding (Cricket)</p> <p>I can bowl overarm towards a target with one bounce with increasing success. I can catch during a game situation. I can make correct choice of throw technique in a game situation.</p>



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<p style="text-align: center;">Athletics</p> <p>I can perform each of the events from the previous year with increased success. I can use a turning board with increasing speed and safety. I can measure and score each event independently. I can use the coaching points to analyse my own and others' performance.</p> <p style="text-align: center;">Handball</p> <p>I can continue to apply a range of one handed and two handed passing skills by transferring previous knowledge from other units (one handed underarm pass, one handed overarm pass, chest pass, overhead pass). I can improve decision making about who to pass to and which pass is the most appropriate to use. I can combine my 3 steps with a pass or a shooting action. I can make decisions about when to intercept and when to use a blocking action to defend. I can understand the difference between zonal and player-player marking. I can develop a jump style shooting technique applying the previously learnt principles of an overarm throw. I can begin to formulate basic tactics and plans about how to attack and defend as part of a team.</p>	<p style="text-align: center;">OAA</p> <p>I can work well in groups and agree on a group strategy. I can listen to the ideas and explain which I feel is the best one. I can reflect and explain how we have or have not been successful in a task. I can orientate a map and use it to navigate myself and a team around a course.</p> <p style="text-align: center;">Invasion Games (Netball)</p> <p>I can use correct style of pass in a game situation. I can receive the ball confidently in most game situations. I can work in appropriate court areas in a game situation. I can apply knowledge of creating space and angles to help create successful attacks. I understand court areas that a defender can work in. I can defend as part of a team to ensure passing is difficult for opponents (man(player to player)-marking one player each) regularly during a game. I can shoot with developing accuracy in a game situation. On most occasions, the child can use pivoting to avoid breaking footwork rules of netball.</p>	<p>I can perform stopping skills in a game situation. I can think about where they may place fielders in a game situation. I can strike a bowled ball. I can begin to select shots for the delivery. I can communicate with team mates regards running.</p> <p style="text-align: center;">Athletics</p> <p>I can sustain a jogging or consistent pace over a longer distance. I can maintain a running technique whilst hurdling over obstacles. I can pass a relay baton whilst maintaining a running technique. I can begin to focus on developing the distance of my triple jump. I can perform a 2-2 standing long jump and vertical jump with the correct technique. I can begin to develop a heave throwing technique. I can use the other throwing techniques with control and with the appropriate equipment (sling, push, pull). I can recognise that my fitness will improve over time if I am resilient and continue to practise. I understand that different exercises will help me to improve my fitness in different ways.</p>
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<p style="text-align: center;">E Safety(across the year)</p> <p>I can:</p> <p>Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.</p> <p>Explain how sharing online can have both positive and negative impacts.</p> <p>Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private.</p> <p>Explain what a 'digital reputation' is and what it can consist of.</p> <p>Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.</p> <p>Describe ways to manage passwords and strategies to add extra security such as two-factor authentication.</p> <p>Explain what to do if passwords are shared, lost, or stolen.</p> <p>Describe strategies to identify scams.</p> <p>Explain ways to increase their privacy settings and understand why it is important to keep their software updated.</p>	<p>Computer Systems & Networks</p> <p>I can:</p> <p>Explain that codes can be used for a number of different reasons and decode messages.</p> <p>Explain how to ensure a password is secure and how this works.</p> <p>Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.</p> <p>Explain the importance of historical figures and their contribution towards computer science.</p> <p>Present information about their historical figure in an interesting and engaging manner</p> <p>Programming Scratch Maths Quiz</p> <p>I can think through the steps (algorithm) to ask a quiz question</p> <p>I can use operators and conditional reasoning</p> <p>I can make a program interesting and fun to use</p> <p>I can apply my knowledge to a new context</p> <p>I can improve my program based on feedback</p> <p>I can create a high quality finished program</p>	<p>Microbit</p> <p>I can:</p> <p>Clip blocks together and predict what will happen.</p> <p>Make connections with previous programming interfaces they've used, e.g. Scratch. Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.</p> <p>Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.</p> <p>Choose appropriate blocks to complete the program and attempt the challenges independently.</p> <p>Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program.</p> <p>3D Modelling 2</p> <p>I can create a 3d product using sketch up</p> <p>I can create a model of a specific size</p> <p>I can add 3d text to a model</p> <p>I can combine two objects together to make one object</p> <p>I can export a model as an stl</p> <p>I know what a slicer is</p> <p>I understand that gcode is a language that controls robots</p> <p>I can name parts of a 3d printer</p> <p>I can set a model to print on a 3d printer</p>	<p>Creating Media</p> <p>I can:</p> <p>Explain how to record sounds and add in sound effects over the top.</p> <p>Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software.</p> <p>Create a document that includes correct date information and facts about the computers and how they made a difference.</p> <p>Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources.</p> <p>Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.</p> <p>Spreadsheet Theme Park</p> <p>I can use a spreadsheet to plan my theme park</p> <p>I can create attractions for all visitors</p> <p>I can include paths and amenities</p> <p>I can use a formula to add two cells</p> <p>I can use a formula to multiply two cells</p> <p>I can use a formula to find a total</p> <p>I can make a pie chart to show proportions of income or costs</p> <p>I can use auto complete</p> <p>I can make a column chart to show profit for month</p> <p>I can use a formula to calculate percentages</p> <p>I can make my spreadsheets look clear and attractive</p>



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Art	<p style="text-align: center;">Baghdad Tiles</p> <p>Explore ideas and collect visual and other information, keeping these in my sketch book. Make clay pottery communicating my observations from the real world. Base my textile work on shape and colour. Use my own and others suggestions to adapt and refine my own work 3D work combines both visual and tactile qualities which communicates an intention or purpose which communicates an intention or purpose.</p>	<p style="text-align: center;">Liechenstein</p> <p>Use these ideas to develop my work, taking account of the purpose. Choose appropriate techniques to convey the meaning of my work eg Roy Lichtenstein. Demonstrate painting techniques that are well developed and convey purpose. Include texture gained through paint mix or brush technique, similar to those of the artists' paintings I have studied, in my paintings. Make suggestions about methods and techniques for someone else to use to improve their work.</p>	<p style="text-align: center;">Sashiko</p> <p>Ask questions and make thoughtful observations about starting points for my work. Select and combine different materials to good effect. Base my textile work on shape and colour. Use my own and others suggestions to adapt and refine my own work. Comment on the visual and tactile qualities of my work in my sketchbook.</p>



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RE	<p style="text-align: center;">Peace – revelation of the Qur’an, sawm and Ramadan</p> <p>I can explain the meaning of peace. I can explain the significance of peace through submission for Muslims. I can explain the concept of peace and identify and explain situations or issues that may arise in relation to peace. I can express a personal response to peace using my own experiences. I can explain how my responses and ideas about peace affect the way myself and others behave.</p> <p style="text-align: center;">Incarnation</p> <p>I can explain the Christian concept of incarnation. I can explain how the birth narratives reflect the incarnation for Christians. I can explain the significance of the incarnation to Christian believers and describe some of the issues it raises. I can explain a personal response to the concept of incarnation. I can explain how the idea of incarnation might affect their own and others lives.</p>	<p style="text-align: center;">Ritual – Wudu and Eid-ul-Fitr</p> <p>I can explain the meaning of ritual. I can explain the significance of ritual during wudu and Eid to Muslims. I can evaluate the concept of ritual by explaining the value to Muslims. I can explain situations or issues that may arise in relation to ritual. I can explain my personal response to ritual using my own experiences. I can explain examples of how my responses and ideas affect the way I behave in rituals they participate in.</p> <p style="text-align: center;">Resurrection - Easter</p> <p>I can explain the meaning of resurrection. I can explain how resurrection is significant in the Easter story. I can discern the value of people’s interpretations of resurrection. I can explain my own response to the resurrection through painting. I can explain how some people will have different ideas about resurrection.</p>	<p style="text-align: center;">River of Life (Humanism)</p> <p>I can explain why people might use the river of life to explain their own life. I can explain how Humanists might use the concept to show what they believe. I can explain why it is/is not important for Humanists to use the concept. I can explain my own river of life in a way that is meaningful to me. I can explain situations that were important to me in my own life so far.</p> <p style="text-align: center;">Rites of Passage - The Journey of Life</p> <p>I can express a personal response to the concept of rites of passage. I can explain how life as a journey marked by rites of passage can be applied in my own life and the life of others. I can explain what rites of passage are and how they mark important points along the journey of life. I can describe the Thai Buddhist ceremony of Tham Kwan Nak and explain its meaning. I can explain the importance and relevance of rites of passage to believers.</p>



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PSHE	<p style="text-align: center;">Relationships</p> <p>I have a range of strategies to help me self-manage my relationships successfully. I can explain how and why exercise is important to my lifelong health (links to Science work) I understand the need to show respect to others and that this should produce respect back. I understand the need to show courtesy and good manners MBV Mutual Respect and Tolerance.</p> <p>No Outsiders Introducing Teddy. LO To show acceptance.</p> <p style="text-align: center;">Finance</p> <p>I understand that there is manageable debt and unmanageable debt. I understand that unmanageable debt can affect emotions and well being. I understand that debt is created by spending more than you earn.</p> <p>No Outsiders A day in the life of Marlon Bundo. LO To consider democracy.</p>	<p style="text-align: center;">Emotions</p> <p>I understand that I need to take care of my physical and mental health and the strategies that are available to help me. I understand that I should report any online concerns and can explain how to do this. MBV Rule of Law.</p> <p>No Outsiders Leaf To overcome fears about difference.</p> <p style="text-align: center;">E-safety</p> <p>I can recognise how to report online bullying and harassment. I understand there is reality in the virtual world.</p> <p>I understand what it means to be a refugee and why people become refugees. (link to English work) MBV Mutual respect and Tolerance.</p> <p>No Outsiders The Island to consider the causes of racism.</p>	<p style="text-align: center;">Being Safe</p> <p>I can use some basic first aid techniques. I understand the dangers of recreational drugs and the effects it has on my body. I can plan and create a healthy mean using the principles I understand.</p> <p>No Outsiders King of the sky. LO To consider responses to immigration.</p> <p style="text-align: center;">Relationships</p> <p>I understand that families are a safe and secure environment. I understand that sometimes people don't feel safe and secure in a family unit and how to seek help and advice if they feel like this. MBV Individual Liberty Respect and tolerance I understand that puberty is the body's way of being ready for reproduction.</p> <p>No Outsiders The only way is badger. LO To consider language and freedom of speech.</p>



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Music	<p style="text-align: center;">Coast</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critiquing their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p>	<p style="text-align: center;">Film Music</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p>	<p style="text-align: center;">Leavers Assembly</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music,</p>



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Year 6 Curriculum



<p>Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p> <p style="text-align: center;">WWII</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>	<p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p style="text-align: center;">Pop Art</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from</p>	<p>adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p style="text-align: center;">Baroque</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Working as a group to perform a piece of music,</p>
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		memory, with accuracy, fluency, control and expression.	adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
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Subject	Autumn Term	Spring Term	Summer Term
MFL	<p style="text-align: center;">French Sport</p> <p>I can: Accurately pronounce the name of a sport. Construct simple sentences to say whether they like a sport or not. Know where some of the countries are located in the world. Identify some of the French country words using cognates and near cognates. Use the correct form of 'aller' and the correct preposition in most cases in written exercises. Understand and accurately pronounce most words and phrases about sports. Follow the basic rules of pétanque. Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.</p> <p style="text-align: center;">Let's go shopping</p> <p>I can: Understand the different types of houses and their rooms in French. Ask and answer questions using vocabulary about houses. Remember and understand the elements of a house and family. Use a writing frame to create a written description of their house. Label a bedroom and use the related vocabulary in simple sentences.</p>	<p style="text-align: center;">French Towns</p> <p>I can: Describe routes to school using pictures and word cards. Follow simple directions accurately. Describe the relationship between places using a preposition. Put modes of transport into a simple sentence. Role-play buying tickets. Use modes of transport to build sentences about going to places. Begin to use negative sentences correctly. Learn to say and read places in a town. Use a writing frame to give a reasoned opinion on a visit. Identify the grammatical elements of a text. Understand the gist of a text. Use a text to write their own description.</p>	<p style="text-align: center;">Football Champions</p> <p>I can: Try two methods of memorising and learn at least four of the new words. Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson. Translate some player profiles. Construct the sentence, I come from [a place] in French. Understand comprehension questions based on the topic of football and show some competence in answering them. Complete part of a player profile. Deliver an oral presentation with a reasonable standard of pronunciation.</p> <p style="text-align: center;">French Holiday</p> <p>I can: Remember the countries in the world in French. Use a writing model to create a complex sentence. Begin to understand the present and future tense of 'aller' in French. Identify the present and future tenses in reading and listening. Label images of clothing correctly. Speak in sentences and write a paragraph. Recognise familiar words and cognates.</p>



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<p>Accurately use prepositions verbally as well as in written sentences.</p> <p>Describe all the rooms in their house.</p> <p>Describe where they live and with whom.</p> <p>Write a letter including questions.</p>		<p>Begin to understand the gist of the text to be able to answer some questions.</p> <p>Find out information from a range of websites and use this information to plan a holiday.</p>
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