



Year 6 Objectives

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	See English curriculum					
Mathematics	See maths curriculum					
Science	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 ✓ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ✓ describe the ways in which nutrients and water are transported within animals, including humans Rocks ✓ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ✓ describe in simple terms how fossils are formed when things that have lived are trapped within rock ✓ recognise that soils are made from rocks and organic matter ✓ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago					
Computing	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 ✓ 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 ✓ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Electricity ✓ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ✓ Compare and give reasons for variations in how components function, including the brightness of bulbs and the on/off position of switches ✓ Use recognized symbols when representing a simple circuit in a diagram					
	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, including micro-organisms, plants and animals ✓ give reasons for classifying plants and animals based on specific characteristics 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 ✓ 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					
	The History of Computers ✓ 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 ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Digital Design ✓ 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,					
	E-safety ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Digital Design ✓ 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,					
	Coding and Algorithms ✓ 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					

	✓ 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	including collecting, analysing, evaluating and presenting data and information	
History	Stone Age to Iron Age ✓ Changes in Britain from the Stone Age to the Iron Age. World War II ✓ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
Geography		✓ 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) ✓ describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. ✓ describe and understand key aspects of human geography, including: settlements ✓ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ✓ use fieldwork 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.	
RE	✓ consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings		

	✓ begin to recognise diversity in religion and non religion, learning about similarities and differences both within and between religions, beliefs non-religious worldviews and the importance of dialogue between them. ✓ extend the range and use of specialist vocabulary ✓ recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true ✓ communicate their ideas, recognising other people's viewpoint ✓ consider their own beliefs and values, and those of others, in the light of their learning in religious education					
RSHE	See relationships curriculum See physical health and mental wellbeing curriculum					
PE	Health & Fitness / Core gymnastic ✓ develop flexibility, strength, technique, control and balance	Games: Spikeball, tennis, badminton ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Games: Netball & basketball ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Games: Dodgeball / handball ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Games: Cricket & rounders ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Athletics ✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ✓ use running, jumping, throwing and catching in isolation and in combination ✓ develop flexibility, strength, technique, control and balance through athletics
DT	Design ✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ✓ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ✓ investigate and analyse a range of existing products		Design ✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ✓ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ✓ investigate and analyse a range of existing products		Design ✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ✓ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ✓ 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 ✓ understand how key events and individuals in design and technology have helped shape the world Cooking and nutrition ✓ understand and apply the principles of a healthy and varied diet ✓ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ✓ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ✓	✓ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ✓ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ✓ apply their understanding of how to strengthen, stiffen and reinforce more complex structures	✓ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ✓ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ✓ apply their understanding of computing to program, monitor and control their products.
Art and Design	✓ to create sketch books to record their observations and use them to review and revisit ideas ✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ✓ taught about great artists, architects and designers in history.		
Music	✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ✓ improvise and compose music for a range of purposes using the inter-related dimensions of music ✓ listen with attention to detail and recall sounds with increasing aural memory ✓ use and understand staff and other musical notations ✓ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ✓ develop an understanding of the history of music.		
MFL	✓ listen attentively to spoken language and show understanding by joining in and responding ✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ✓ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ✓ speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ✓ present ideas and information orally to a range of audiences ✓ read carefully and show understanding of words, phrases and simple writing ✓ appreciate stories, songs, poems and rhymes in the language ✓ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ✓ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ✓ describe people, places, things and actions orally and in writing ✓ 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.		