

## **Religious Education**

### **Creation – Creation and Science: Conflicting or Complementary?**

- Outline the importance of Creation on the timeline of the 'big story' of the Bible
- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Suggest what Genesis 1 might mean, and compare ideas with ways in which Christians interpret it, showing awareness of different interpretations
- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together
- Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account.

### **Incarnation – Was Jesus the Messiah?**

- The place of Incarnation and Messiah within the 'big story' of the Bible
- The end of the Old Testament and the beginning of the New Testament
- Consider the questions: What kind of saviour?
- How do Christians put their belief in Jesus' incarnation into practice in different ways in celebrating Christmas?

## **English**

Variety of genres covered, including: discussion texts, extended narrative, recounts, balanced arguments, non-chronological reports, etc. Whole class reading sessions will focus on the novel 'Skellig' by David Almond. The whole range of KS2 grammar objectives will be revised and taught throughout Year 6. Please see weekly homework sheet for specific concepts.

## **Science**

### **Evolution and Inheritance**

- Develop an understanding of the development of evolutionary ideas and theories over time
- Explain how human evolution has occurred
- Understand that adaptation and evolution is not a uniform process for all living things

### **Living Things and their Habitats**

- Give reasons for the classification of animals, using examples as a guide
- Classify living things using the Linnaean system
- Classify creatures based on their characteristics

## **Maths**

Number – Place Value  
Arithmetic  
Four operations  
Fractions

## **Art and Design**

- Revise colour theory
- Develop designs and techniques using sketchbooks
- Develop pointillism techniques
- Carry out an in-depth study of the artist George Seurat

## **Computing**

### **Coding**

- Use coding functions
- Use flowcharts to test and debug a program

### **Online Safety**

- Identify the benefits and risks of being online
- Review the meaning of a digital footprint
- Have a clear idea of appropriate online behaviour
- Identify positive and negative influences of technology on health and the environment

## **Geography**

### **Mountains**

- Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements
- Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover
- Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Everest in 1924
- Explain how the movement of plates of the Earth's crust can form ranges of fold mountains

### **How is climate change affecting the world?**

- Identify and explain why some communities are affected by changed in weather patterns and evaluate the impact on people who live there
- Reflect upon and evaluate different viewpoints and reach a personal judgement
- Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places

**YEAR SIX – AUTUMN 2020**

**SURVIVAL!**

## **Music**

- To perform a drum accompaniment using a 3 tone practise mat
- Use ICT to compose an electronic drum score
- Follow a formal drum score