

## **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 novels 'Darwin's Dragons' by Lindsay Galvin and 'Skellig' by David Almond. The whole range of KS2 grammar objectives will be revised and taught throughout Year 6.

## **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

## **Geography**

### 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
- Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be

### Why is the location of Allerford a problem for the people who live there and what is being done to help them?

- Identify and describe the physical and human features of a village settlement and compare and contrast this with Galleywood, giving reasons to explain the reasons which exist
- Apply a wide range of map skills including four figure and six figure grid references to recognise, identify and describe the location of Allerford and explain, reach and justify a judgement about why the location of Allerford is causing a problem for the people who live there

**YEAR SIX – AUTUMN 2021**

**SURVIVAL!**

## **Music**

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

## **Maths**

Number – Place Value, arithmetic, four operations, fractions

## **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

## **Art and Design**

### Watercolour

Use watercolour paint to produce washes for backgrounds then add detail

Experiment with creating mood with colour

Combine colours, tones and tints to enhance the mood of a piece.

### Sculpture

Use clay and other mouldable materials.

Add materials to provide interesting detail.

Use tools to carve and add shapes, texture and pattern.