

Year 6 Autumn 1 Foundation Curriculum Overview		
Subject	Focus	Sticky Knowledge
PE 	Gymnastics Invasion Games	
Science 	Classifying Living Things	- I can define the term 'organism'. - I can describe the work of Carl Linnaeus. - I can explain and name the seven life processes of all living things. - I can define the terms 'vertebrate' and 'invertebrate'. - I can describe the characteristics of fish, amphibians, reptiles, birds and mammals - I can compare the characteristics of different vertebrates and invertebrates. - I can name the plant groups - I can describe the characteristics of flowering plants, ferns, mosses and conifers. - I can define the term 'micro-organism' and name some examples. Working Scientifically - I can use a classification key to group and identify organisms. - I can make a simple classification key
RE 	Belonging	- I can describe clearly, in simple terms, the meaning of the concept of belonging. - I can begin to express ideas about the benefits of belonging in Islam. - I can explain what the Ummah is. - I can begin to identify why belonging is important in Islam. - I can compare similarities and differences with my views on belonging and those of the Islamic faith. - I can express my view on the importance/value of belonging. - I can identify the importance of belonging in the world around me. - I can express whether an understanding of the concept of belonging is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of belonging relates to my own life and the lives of others.
PSHE 	Relationships: - I can identify what it means to be attracted to someone and recognise there are different kinds of loving. - I can explain the difference between gender identity and sexual orientation. - I can explain what consent means and know how to seek and give/not give permission in different situations. - I can identify qualities that help form a healthy romantic relationship. - I can explain how to seek support if I am concerned about a romantic relationship. - I can explain different ways couples may show their love and commitment to one another, including those who are not married or who live apart. Living in the wider world: - I can explain what prejudice and discrimination are and the difference between them. - I can identify ways to safely tackle discrimination.	

	- I can explain what diversity is and how to value and celebrate it. Health and wellbeing: - I can explain that balancing time online with other activities helps me to manage my health and wellbeing. - I can identify different ways to manage my time spent online. - I can explain what to do if I am worried about something I have seen online.	
Art 	Study of Great Artists	- I know how to explain the style of art used and how it has been influenced by a famous artist. - I understand what a specific artist is trying to achieve in any given situation. - I understand why art can be very abstract and what message the artist is trying to convey. - I can comment on the ideas and methods of different artists, accurately using art vocabulary. - I can experiment with a variety of media selecting these for a purpose. - I can use the techniques of the artist, genre or culture adapting to a purpose.
History 	Maya	- I can place the Maya civilisation chronologically within world history I have studied so far. - I can locate and consider how their geographical location impacted the Maya. - I can understand the challenges that archaeologists encounter to study the Maya. - I can use artefacts (primary and secondary) to explore and interpret information about the Maya. - I can interpret sources to determine how the Maya civilisation changed over time. - I can explore how the beliefs and religious views impacted daily Maya life. - I can understand the significance certain food had on the Maya way of life and its role today. - I can use enquiry skills to explore and replicate the maths language and writing of the Maya.
Computing 	Digital Literacy - I know what artificial intelligence, or AI, is. - I know that AI can make mistakes. - I can use AI responsibly and critically. Computer Science - I know that data travels across networks. - I know that networks support communication and collaboration. - I know that information is transferred between devices. - I know that online collaboration relies on connected systems.	
Music 	Music of War	- Understand how simple chords (triads) are formed and how they can be major or minor. - Know that the pulse can be grouped e.g. 2/4, 3/4, 4/4 (metre) - Know that the downbeat of each group is the strongest beat.

		• Identify the downbeat (first beat of the bar). • Understand how tempo can be used for a purpose. • I can understand the importance of music during war time and its many purposes • I know the context of songs and dances used in the war • Sing more complex songs including simple harmony parts • Pupils sing with confidence and expression • I can create an effective accompaniment to a song using tuned instruments • Maintain own part where appropriate within a group performance. • Pupils can play confidently demonstrating musical quality e.g. clear starts and ends, phrases, technical accuracy. • Critique own and others' work, offering specific comments and justifying these. • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
French 	La Seconde Guerre Mondiale	• I can say and write in French the key countries and languages involved in WW2. • I can improve my listening and reading skills by listening to the story of Ralph an evacuee in French. • I can recall up to ten nouns relating to WW2 in French. • I can recall up to four adjectives relating to WW2 in French.