

Year 6 Autumn 2 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Dance Health and Fitness	
Science 	Light	<ul style="list-style-type: none"> I can compare sources of light and explain how the eye is protected from light. I can describe how light travels and how we see luminous and non-luminous objects. I can recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow. I can use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast. I can recall what happens to light when it reaches a smooth mirror surface. I can identify the incoming and reflected rays and describe the relationship between their angles. I can use mirrors to make a working periscope and explain how a periscope works using ray diagrams. I can recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can make observations about the properties of light. I can use my observations as evidence to support conclusions about light. I can draw ray diagrams. I can pose testable questions in response to observations. I can record my measurements as a line graph. I can use my line graph to extrapolate data and make predictions about missing values. I can recall various jobs or inventions that use mirrors and reflection.
RE 	Prophecy	<ul style="list-style-type: none"> I can describe clearly, in simple terms, the meaning of the concept of prophecy. I can begin to express ideas about the benefits of prophecy. I can retell the key parts of Christianity and prophecy. I can begin to identify why prophecy is important for Christians. I can compare similarities and differences with my views on prophecy and Christians. I can express my view on the importance/value of prophecy. I can identify the importance of prophecy to the world around me. I can express whether an understanding of the concept of prophecy 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 prophecy relates to my own life and the lives of others.
PSHE	Relationships: <ul style="list-style-type: none"> I can compare the features of a healthy and unhealthy relationship I can explain how to seek support if I am worried about an unhealthy relationship. I can explain what marriage and civil partnership means. 	

	<ul style="list-style-type: none"> • I can explain that everyone has the right to choose whom they marry and to force anyone into marriage is illegal. • I can identify how and where to report forced marriage or how to seek support if I am worried. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a stereotype is and why they are harmful. • I can identify how to safely challenge stereotypes in a wide range of scenarios. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain that mental health is as important as physical health and both need to be looked after. • I can identify different ways to take care of my mental health. • I can recognise that anyone can be affected by mental ill-health. • I can explain how mental health difficulties can be resolved with help and support. 	
DT 	Dietary Requirements	<ul style="list-style-type: none"> • I know how to adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • I can suggest recipe alterations for a purpose • I can demonstrate how to work safely and hygienically when handling food • I can follow a recipe, including using the correct quantities of each ingredient • I can evaluate different foods, considering: taste, smell, texture and origin of the food group • I can give examples of how to stop cross contamination • I can explain what different types of dietary needs there are • I can explain who Mary Berry is and why she is a famous designer and baker.
Geography 	Globalisation and Ethical Trade	<ul style="list-style-type: none"> • I can explain what is meant by local and international trade. • I can give examples of items which have a high international trade value. • I can explain what is meant by import and export taxes and why they are important. • I can explain what is meant by Ethical Trading. • I can explain and identify a number of ethical trading schemes, often identified by labelling on products. • I can identify ethical trade aims to ensure the products that we buy don't harm the environment, animals or people. • I can explain how ethical trade aims to make sure farmers are paid a fair price for their products. • I can follow the journey of a banana and debate whether it follows the rules of Ethical Trading. •
Computing 	Digital Literacy <ul style="list-style-type: none"> • I know what misinformation is. • I can recognise when content may be misleading. • I can check information using reliable sources. Information Technology <ul style="list-style-type: none"> • I know that webpages are designed for users and audiences. 	

		<ul style="list-style-type: none"> • I know that webpages can contain different forms of media. • I know that copyright applies to online content. • I know that navigation helps users find information.
<p>Music</p> 	Music of War	<ul style="list-style-type: none"> • 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.
<p>French</p> 	Les planètes	<ul style="list-style-type: none"> • I can name and spell up to eight planets in French on a solar map. • I can say and write extended sentences for at least one planet in French. • I understand how adjectives need to agree with the nouns they are describing in French and apply these rules in my spoken and written French to improve my grammatical accuracy.