

<p><u>History</u></p> <ul style="list-style-type: none"> • Devise historically valid questions that question change, cause, similarity and difference, and significance about Hyde. • Use a range of primary and secondary sources to find out about Hyde, questioning reliability • Think about continuity and change across historical periods in Hyde's history. • Investigate life for children in Hyde in the Victorian Period and during WW2. • Understand the terms: aristocracy, upper class, artisan, working class, middle class, parliament, government, monarch, human rights. • Describe life for the poor in Hyde in the Victorian period and WW2. • Explore what the buildings in Hyde tell us about its History. 	<p>Year 6 Autumn Term Topic: Hyde's Hair-Raising History.</p>	<p><u>Unit 6.1 – Coding</u></p> <ul style="list-style-type: none"> • 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 on a range of digital devices to design and create a range of programs and systems to accomplish given goals.
<p><u>Geography</u></p> <ul style="list-style-type: none"> • Investigate how the town of Hyde has developed over time. • Consider the human geography of Hyde- economic activity including trade links. • Identify and locate Victorian buildings in our local area and find out their history. 	<p><u>PE</u></p> <p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • <p><u>Gymnastics</u></p> <p>* Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Unit 6.2 – Online Safety</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Art & Design</u></p> <ul style="list-style-type: none"> • Research the life of Harry Rutherford. • Explore the techniques of Harry Rutherford • Consider Harry Rutherford's artwork as a historical source. • Create a piece of art in the style of Harry Rutherford. 	<p><u>Swimming</u></p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p><u>Unit 6.3 – Spreadsheets</u></p> <ul style="list-style-type: none"> • 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. • Maths Cross curricular links: Probability; money & percentages and real life situations.
<p><u>Design & Technology</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> • 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. <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to create inventions 	<p>To complete a range of strokes effectively</p>	

Food 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.

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

Religious Education

Called to Serve

- Understand that we are all called to be disciples. o Reflect on our response to this invitation.
- Understand what the Sacrament of Confirmation does for us. Reflect on how the gifts of the Holy Spirit can help us.
- Know about the Sacraments of Marriage. Reflect on the importance of this Sacrament.
- Know about the Sacrament of Holy Orders. Reflect on these special ways to serve God and others.
- Understand that there are many ways to serve. Reflect on a variety of ways to help others
- Understand how some people responded to God's call. Reflect on how God was able to use them
- Understand what it means to be a disciple now. Reflect on ways to use your gifts now and in the future.

Justice

- Understand what justice is and know that we are called to work for justice
- Know that the prophets spoke out against injustice, e.g. Elijah, John the Baptist
- Know that God calls all of us to speak out about injustice
- Know about people who have been persecuted for speaking out against injustice
- Reflect on the cost of a commitment to justice
- Be aware that Christians across the world speak up for justice
- Be aware that justice starts with each one of us
- Know that in Advent we prepare to celebrate the birth of Jesus

<p><u>Science</u></p> <p>Light</p> <ul style="list-style-type: none"> • 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. <p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p><u>Maths</u></p> <p>Number: Place Value</p> <p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <ul style="list-style-type: none"> • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above. <p>Number: Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> • Add and subtract whole numbers. • Multiply up to 4-digit by 1-digit number. • Short division. • Division using factors. • Long division • Common factors. • Common multiples. • Primes. • Squares and cubes. • Order of operations. • Mental calculations and estimation. • Reasoning from known facts. <p><u>Fractions</u></p>	<p><u>English</u></p> <p>Victorian Gothic Literature.</p> <ul style="list-style-type: none"> • Expanded noun phrases • Verb inflections (was/were) • Subordination and co-ordination • Use of apostrophe • Fronted/adverbials for time adverbials • Adverbials within and across paragraphs • Punctuate direct speech • Brackets, dashes and commas to build parenthesis <p>Discussion</p> <ul style="list-style-type: none"> • Levels of formality • Conjunctive adverbials • Formal/informal • Past perfect tense • Relative clauses <p>WW2 Narrative</p> <ul style="list-style-type: none"> • Hyphen • Preposition • Colon, semi-colon and dash to mark two independent clauses • Determiners • Verb prefixes • Relative clauses/conjunctions • Direct speech to show character or move the story on. <p>Persuasion</p> <ul style="list-style-type: none"> • Word families 	<ul style="list-style-type: none"> • Be aware that our Christmas customs are drawn from different countries and cultures. <p><u>PSHE</u></p> <p>Aspirations</p> <ul style="list-style-type: none"> • I can recognise my strengths and how they can contribute to different groups • I can self-assess, understanding how this will help my future actions • I can identify the skills I need to develop to make my own contribution in the working world in the future • Be able to reflect on past achievements • Recognise achievements of others as being worthwhile and important • I can identify and talk about my own and others' strengths and weaknesses and how to improve • I can work collaboratively towards common goals • I can identify and talk about my own and others' strengths and weaknesses and how to improve • I can identify the skills I need to develop to make my contribution in the working world in the future • I can make connections between my learning, the world of work and my future economic wellbeing • I can begin to set personal goals • I can recognise how my behaviour and that of others may influence people both positively and negatively • I can make connections between my learning, the world of work and my future economic wellbeing • I can begin to set personal goals <p>Safety</p> <ul style="list-style-type: none"> • To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <p>Similarities and Differences</p> <ul style="list-style-type: none"> • Know the importance of self-respect and how this links to their own happiness • Learn about racial discrimination and its impact on societies, past and present • I can identify different forms of discrimination against people in societies
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