

English	Science
<ul style="list-style-type: none"> To consolidate all areas of learning through the use of engaging texts and a variety of teaching approaches To analyse literature in increasing depth, articulating thoughts and opinions with specific reference to texts and to the breadth of personal reading experience To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary To provide reasoned justifications for their views To write for a range of purposes and audiences, expressing ideas confidently and coherently across a range of genres To routinely plan, draft, edit and revise writing in pursuit of quality pieces, involving peers as critics To précise longer passages To incorporate the full range of punctuation with understanding in order to provide clarification and enhancement of meaning 	<p><u>We're evolving: adaptation, evidence of changes over long periods, Charles Darwin</u></p> <p>To understand that although we are similar in many ways, there are also differences between people</p> <p>To recognise that those differences include eye colour, hair colour, height and shoe size</p> <p>To recognise that offspring resemble their parents in many features</p> <p>To recognise that we inherit characteristics from our parents</p> <p>To collect and present data in a variety of ways</p> <p>To recognise that offspring are different from each other and their parents</p> <p>To understand that animals best suited to their environment survive to breed and pass on their characteristics to their offspring</p> <p>To recognise that this process is known as natural selection</p> <p>To develop research skills and interpret data</p> <p>To recognise that observations can be used to support ideas</p> <p>To understand that living things can change over time</p> <p>To recognise that fossils provide information about some of those changes</p> <p>To know about the life and work of scientists who discover fossils</p> <p>To explore ideas about evolutionary timescales</p> <p><i>Year 6 follow the Switched On Science scheme of work.</i></p>
Mathematics	Geography
<ul style="list-style-type: none"> To consolidate all areas of learning through varied and frequent practice with increasingly complex problems To reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification and proof using mathematical language To apply mathematics to a variety of routine and non-routine problems, including breaking down problems into a series of smaller steps and persevering in seeking solutions To solve number and practical problems involving place value, rounding and negative numbers To solve problems involving addition, subtraction, multiplication and division To use estimation to check answers and determine, in the context of a problem, an appropriate degree of accuracy To solve problems which require answers to be rounded to specified degrees of accuracy To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p><i>Year 6 follow the White Rose Maths scheme of work.</i></p>	<p><u>Investigating Rainforests</u></p> <ul style="list-style-type: none"> To develop contextual knowledge of globally significant places, including their defining physical and human characteristics To communicate geographical information in a variety of ways, including through maps, quantitative skills and writing at length To identify the position and significance of latitude, longitude, the Equator, the hemispheres and the Tropics To understand geographical similarities and differences through the study of human and physical geography of a region within South America To describe and understand key aspects of physical geography, including: climate zones and vegetation

Computing	Art and Design
<p><u>iApp unit—design an app</u></p> <p>To understand the value of mobile technology and its future development To explore event-driven programming using a text-based programming language To understand the importance of decomposition in programming To use algorithms to develop a solution to a problem To understand that apps are computer programs that are developed according to a plan To develop an app according to a plan To develop strategies for testing and debugging computer programs</p> <p><i>Year 6 follow the 'iCompute' scheme of work.</i></p>	<p><u>Photo media</u></p> <ul style="list-style-type: none"> • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect. • To create and paint props for the year 6 show <p><i>Latchmere follow the Kapow scheme of learning</i></p>
PSHE	PE
<p><u>Economic Wellbeing</u></p> <p>Lesson 1 – Navigating feelings about money Lesson 2 – Keeping money safe Lesson 3- Imagining our financial future Lesson 4 – The risks of gambling Lesson 5 – Workplace environments Lesson 6 – Career routes</p> <p><u>Transitions</u></p> <p>Lesson 1 – Dealing with change Lesson 2- Reflection about achievements Lesson 3 – Aspirations for the future Lesson 4- Worries about secondary school Lesson 5 – Transition to Year 7 Lesson 6 – Opportunities available beyond Latchmere</p> <p><i>Latchmere follow the Kapow scheme of learning</i></p>	<p>Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • To work collaboratively with a partner to set a steady pace • To develop your own and others sprinting technique • To develop power, control and technique for the triple jump • To develop power, control and technique when throwing for distance • To develop throwing with force and accuracy for longer distances • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording <p><u>Football</u></p> <p>Football is an invasion game. In this unit, pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use their skills, strategies and tactics to outwit the opposition,. In football, pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty whilst self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the national curriculum: use running, jumping, throwing and catching in isolation and in combination.. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><i>Latchmere use the scheme of learning 'Getset4PE'</i></p>

Languages	Music
<p><u>French</u></p> <p>To develop accurate pronunciation and intonation</p> <p>To write phrases from memory</p> <p>To create new sentences to express ideas clearly</p> <p>To describe people, places, things and actions orally and in writing</p> <p>To understand basic grammar appropriate to the language</p> <p>To understand key features and patterns of the language</p>	<p><u>Dynamics, pitch and texture (Theme: Coast – Fingal’s Cave by Mendelssohn)</u></p> <p>To be able to appraise the work of a classical composer (Felix Mendelssohn).</p> <p>To improvise as a group, using dynamics and pitch.</p> <p>To improvise as a group, using texture.</p> <p>To use knowledge of dynamics, texture and pitch to create a group composition.</p> <p>To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p> <p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music ‘on the spot’.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright.</p> <p><u>Show rehearsals</u></p> <p>To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>To perform by following a conductor’s cues and directions.</p> <p>To sing songs from memory, with accuracy, fluency, control and expression.</p>
Design & Technology	RE
<p><u>Electrical systems—design a steady hand game</u></p> <ul style="list-style-type: none"> Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works). State what they like or dislike about an existing children’s toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children’s toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case. 	<p><u>Why do some people believe in God and some people not? Christians, non-religious Religious and non-religious beliefs</u></p> <p>Why do some people believe in God and some people not? <i>Christians, non-religious</i></p> <p>The principle aim is to explore what people believe and what difference it makes to how they live</p> <p>To identify and explain what religious and non-religious people believe</p> <p>To give examples of reasons why people do or do not believe in God</p> <p>To make connections between belief and behaviour in their own lives</p>