English	Science
• 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	**We're evolving: adaptation, evidence of changes over long periods, Charles Darwin** To understand that although we are similar in many ways, there are also differences between people To recognise that those differences include eye colour, hair colour, height and shoe size To recognise that offspring resemble their parents in many features To recognise that we inherit characteristics from our parents To collect and present data in a variety of ways To recognise that offspring are different from each other and their parents To understand that animals best suited to their environment survive to breed and pass on their characteristics to their offspring To recognise that this process is known as natural selection To develop research skills and interpret data To recognise that observations can be used to support ideas To understand that living things can change over time To recognise that fossils provide information about some of those changes To know about the life and work of scientists who discover fossils To explore ideas about evolutionary timescales *Year 6 follow the Switched On Science scheme of work.*
Mathematics	**Geography**
• 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 *Year 6 follow the White Rose Maths scheme of work.*	**Investigating Rainforests** • 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

iApp unit—design an app

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

Year 6 follow the 'iCompute' scheme of work.

Art and Design

Photo media

- 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

Latchmere follow the Kapow scheme of learning

PSHE

Economic Wellbeing

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

Transitions

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

Latchmere follow the Kapow scheme of learning

PE

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.

Athletics

- 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

Languages

French

To develop accurate pronunciation and intonation
To write phrases from memory
To create new sentences to express ideas clearly
To describe people, places, things and actions orally and in writing
To understand basic grammar appropriate to the language
To understand key features and patterns of the language

Music

Dynamics, pitch and texture (Theme: Coast – Fingal's Cave by Mendelssohn)

To be able to appraise the work of a classical composer (Felix Mendelssohn).
To improvise as a group, using dynamics and pitch.
To improvise as a group, using texture.
To use knowledge of dynamics, texture and pitch to create a group composition.
To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.
To know that the conductor beats time to help the performers work well together.
To understand that improvisation means making up music 'on the spot'.
To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
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.

Show rehearsals

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.
To perform by following a conductor's cues and directions.
To sing songs from memory, with accuracy, fluency, control and expression.

Design & Technology

Electrical systems—design a steady hand game

- 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.

RE

Why do some people believe in God and some people not? Christians, non-religious Religious and non-religious beliefs

Why do some people believe in God and some people not? *Christians, non-religious*
The principle aim is to explore what people believe and what difference it makes to how they live
To identify and explain what religious and non-religious people believe
To give examples of reasons why people do or do not believe in God
To make connections between belief and behaviour in their own lives