



Tenterden Primary Federation

Year 6 Term 5

RE – What can be done to reduce racism? Can religion help?

I can describe 3 or more examples of religious responses to racism.

I can consider and explain some examples of racism, connecting these to religious beliefs, texts and values.

I can discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism.

I can explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings.

I can express reasoned, deep and varied ideas, related accurately to religious teaching, about the reduction of racism and prejudice (e.g. in art).

Computing

To understand how variables and inputs can be used on the micro:bit to create a sports counter.

To create an algorithm for a sport counter, and code, run and evaluate the use of the micro:bit to count activities.

To create a countdown timer on the micro:bit using variables

To evaluate the effectiveness of the LED display on the micro:bit when used as a timer

To modify a program using true and false statements and an if...else command

To create an activity completion using a micro:bit counter and a micro:bit timer.

Spanish:

Form sentences to express what they want using quiero.

Ask others what they want using the question ¿Qué quieres ...?

Use por favor – please and gracias – thank you when making polite requests.

Use greetings and courtesy phrases such as ¿Qué tal? – How are you? as part of a natural conversation.

Write and perform a typical café conversation.

Use accurate pronunciation when speaking aloud.

Vary tone to express emotion and engage an audience.

PE – Athletics and Rounders

I can strike a bowled ball with increasing consistency.

I can use the rules of the game consistently to play fairly.

I understand and can apply some tactics in the game as a batter, bowler and fielder.

I can identify my own areas for development and ways to improve.

I can perform jumps for distance using good technique.

I can select and apply the best pace for a running event.

I can show accuracy and good technique when throwing for distance.

I use different strategies to persevere to achieve my personal best.

DT- Automata

I can mark and cut out the components and supports of my toy with varying degrees of accuracy to the intended measurements.

I can develop a design idea with some descriptive notes.

I can explore different cam profiles and choose three for my follower toppers with an explanation of my choices.

I can create neat, decorated follower toppers with some accuracy.

I can measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.

I can decorate and finish the automata to meet the design criteria and brief.

I can evaluate my finished product, making descriptive and reflective points on function and form.

PSHE - Economic Wellbeing

I can understand that there can be a range of feelings related to money and the desire to spend and save.

I can understand their responsibilities in keeping money safe in the bank.

I can understand what gambling is and some risks associated with it.

I can understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.

I can understand that there are different routes into careers.

History- Unheard histories: Who should feature on a banknote?

I can name the features of a banknote.

I can make inferences about a person using a banknote.

I can explain the significance of historical figures.

I can make inferences from sources.

I can apply criteria to decide if a person is historically significant and explain why.

I can research important aspects of a person's life.

I can explain what makes a person significant.

Science - Light and Reflection

I can describe how light travels and how we see objects.

I can recall factors that affect the size of a shadow and describe how the distance between an object and the surface on which its shadow is cast affects the size of the shadow.

I can use diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.

I can identify the incoming and reflected rays and describe the relationship between their angles and explain how light is reflected.



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