Tenterden Primary Federation
Year 6 Term 1

History - What was the impact of World War 2 on Britain?

I can identify the causes of World War 2.
I can identify the different phases in the Battle of Britain.
I can make inferences and deductions about a photograph.
I can describe how children may have felt when evacuated.
I can evaluate the accuracy and reliability of sources.
I can describe the impact WW2 had on women's lives.

Science - Evolution and Inheritance

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

DT- Cooking and Nutrition: Come dine with me!

I can find a suitable recipe for their course.
I can record the relevant ingredients and equipment needed.
I can follow a recipe, including using the correct quantities of each ingredient.
I can write a recipe, explaining the process taken.
I can explain where certain key foods come from before they appear on the supermarket shelf.

French: French Sport and the Olympics

I can accurately pronounce the name of a sport.
I can construct simple sentences to say whether I like a sport or not.
I know where some of the countries are located in the world.
I can identify some of the French country words using cognates and near cognates.
I can use the correct form of 'aller' and the correct preposition in most cases in written exercises.
I can understand and accurately pronounce most words and phrases about sports.
I can follow the basic rules of pétanque.
I can write an interview article in French about Olympic sport and a visit to the Olympic Games using a writing frame.

Music- Songs of WW2

I can use musical and comparative language in discussion.
I can follow the melody line.
I can follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
I can sing the correct words at the correct time.
I can recall the counter-melody line.

Computing- Programming Variables In Games

I can identify examples of information that is variable
I can explain that the way a variable changes can be defined
I can identify that variables can hold numbers or letters
I can identify a program variable as a placeholder in memory for a single value
I can explain that a variable has a name and a value
I can recognise that the value of a variable can be changed
I can make use of an event in a program to set a variable
I can create algorithms for my project
I can choose a name that identifies the role of a variable
I can test the code that I have written

PSHE - Family and Relationships

I can understand that everyone can expect a level of respect but this can be lost.
I can understand what respect is and how they should be respected.
I can understand how stereotypes influence our ideas and opinions.
I can understand a range of stereotypes and share this information effectively.
I can create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.

RE – Creation and Science: Conflicting or Complementary?

I can identify what type of text some Christians say Genesis 1 is, and its purpose.
I can take account of the context, suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations
I can make clear connections between Genesis 1 and Christian belief about God as Creator.
I can show understanding of why many Christians find science and faith go together.
I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses.
I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

PE – Football & Fitness

I can maintain possession when dribbling.

I can maintain ball control under pressure.

I can select the appropriate skill, choosing when to pass and when to dribble.

I can move into and create space to support a teammate.

I can use appropriate defensive techniques for a situation.

I can apply, rules, skills and principles to play in a tournament.

I can develop an awareness of what my body is able to do.

I can develop speed and stamina.

I can develop strength using my own body weight.

I can develop coordination.

I can develop agility.

I can balance with control.

British Values Focus:

Individual Liberty