Tenterden Primary Federation
Year 6 Term 2

History and Geography- What was the impact of World War 2 on Britain? How did the geography of Europe change during WW2?

I can make inferences and deductions about a photograph.
I can evaluate the accuracy and reliability of sources.
I can describe the impact WW2 had on women's lives.
I can begin to describe what influences the environments people live in.
I can define migration, discussing push and pull factors.
I can explain why some people have no choice but to leave their homes.
I can locate the world's countries, using maps to focus on Europe (including the location of Russia)
I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time

DT- Mechanical Systems: Automata Toys

- Mark, saw and cut out the components and supports of their toy
- Attempt a partial assembly of their toys using an exploded diagram.
- Develop a design idea with some descriptive notes.
- Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.
- Create neat, decorated follower toppers with some accuracy.
- Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.
- Evaluate their finished product, making descriptive and reflective points on function and form.

French: In my French House

Understand the words for different types of houses and rooms.
Use vocabulary about houses and rooms.
Remember and understand the elements of a house and family.
Label items in a bedroom and use the related vocabulary.
Use prepositions accurately.

Science - Classification

I can define the term 'organism' and name the seven life processes.
I can define the terms 'vertebrate' and invertebrate.
I can describe the characteristics of fish, amphibians, reptiles, insects, birds and mammals.
I can name the plant groups.
I can describe the characteristics of flowering plants, ferns, mosses and conifers.
I can define the term 'micro-organism' and name some examples.

Music: Dynamics, Pitch and Texture

I can appraise the work of a classical composer
I can improvise as a group, using dynamics and pitch
I can improvise as a group, using texture
I can use knowledge of dynamics, texture and pitch to create a group composition
I can use teamwork to create a group composition featuring changes in texture, dynamics and pitch

Computing: Variables in a game.

I can define a 'variable' as something that is changeable
I can explain why a variable is used in a program
I can choose how to improve a game by using variables
I can design a project that builds on a given example
I can use my design to create a project
I can evaluate my project

PSHE - My Healthy Self: How do my choices today shape my future self?

I can describe how brushing, flossing and limiting sugar over time can protect teeth.
I can interpret traffic light food labels and select healthier swaps for a balanced diet
I can explain how past experiences can influence strong and complex feelings.
I can choose helpful ways to regulate strong feelings.
I can explain the difference between a growth mindset and a fixed mindset.
I can suggest positive ways to respond to challenges and setbacks.
I can explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.

British Values Focus:

Tolerance

RE – What would Jesus do?

I can identify features of Gospel texts.
I can suggest meanings of Gospel texts studied, showing awareness of different interpretations.
I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
I can relate biblical ideas, teachings or beliefs to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

PE – Tag Rugby and Dodgeball

I can select the appropriate skill, choosing when to run and when to pass.
I can move into space to support a teammate abiding by the rules.
I can use defending skills to gain possession.
I can use a variety of attacking skills to beat a defender.
I can develop drawing defence and moving towards goal.
I can apply rules, skills and tactics learnt to play in a tag rugby tournament
I can apply rules honestly and fairly to a game situation.
I can develop throwing at a moving target.
I can select the appropriate dodging skill for the situation.
I can develop catching with increasing consistency under pressure.
I can understand and apply tactics in a game.
I can develop officiating skills and referee a game.