

**St. Anne's Curriculum skills**  
**2016-2017**



<b>Year 6</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Topic</b>	We'll Meet Again	A Changing World	Out of Africa	On the Move	It's all Greek to Me	All the World's a Stage
<b>Art</b>	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint]	To learn about great artists, architects and designers in History.	To plan and produce a sculpture through drawing and other preparatory work. Develop skills in using clay.]	To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Show an awareness of composition.	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques especially printing.]	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including dioramas.
<b>D and T</b>	Develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	To prepare and cook a savoury dish using ingredients available at the end of WWII.		Construction: Picture frames use research and develop design criteria to inform the design of innovative, functional, appealing patterned tiles that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

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				<p>aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		
<b>History</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, e.g. The Battle of Britain	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Post war Britain	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Greece.	
<b>Geography</b>	Locational knowledge: locate the world's	Locational knowledge: locate the world's	Identify locate Continents.	Place knowledge: understand geographical	Place knowledge: understand geographical	Place knowledge: understand geographical

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	<p>countries, using maps to focus on Europe (including the location of Russia) Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>	<p>countries, using maps to focus on Europe (including the location of Russia) Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>similarities and differences through the study of human and physical geography of a region of the United Kingdom (Nantwich and Africa.</p>	<p>similarities and differences through the study of human and physical geography of a region in a European country – Greece.</p>	<p>similarities and differences through the study of human geography – focus Greek Architecture.</p>
<b>ICT</b>	<p>Internet Research &amp; E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Handling Data: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>	<p>Animation use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Spreadsheets. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Communication: Film use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>	

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	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information			content that accomplishes given goals, including presenting data and information	
<b>Science</b>	<p>Recognise that light appears to travel in straight lines. Use the ideas that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Associate the brightness of a lamp or buzzer with the number or voltage of the cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function.</p> <p>Use recognised symbols in a circuit diagram.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p>	<p>Identify and name the main parts of the Human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported in animals including humans.</p>	<p>Animals, including humans describe the Bodily changes esp of puberty..</p>
<b>P.E</b>	Gymnastics/ Dance develop flexibility, strength, technique, control and balance [for example,	Gymnastics/ Dance develop flexibility, strength, technique, control and balance [for example, through	Gymnastics/ Dance develop flexibility, strength, technique, control and balance [for example, through	Gymnastics/ Dance develop flexibility, strength, technique, control and balance [for example, through	Athletics use running, jumping, throwing and catching in isolation and in combination	Athletics use running, jumping, throwing and catching in isolation and in combination

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	<p>through athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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Please see separate RE newsletters for coverage of RE in each year group.

Please see separate overview for coverage of music and languages.