



Subject	NC Objective	Skills	Knowledge	Vocabulary
Science	Science is taught in Summer 2 Maths – Statistics to underpin Science Skills			
History	History is taught in Summer 2			
Geography	Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.	I can explain how the climate zone, biome and vegetation belt affect the physical and human features of Japan. Assessment Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.	Climate zone Tropical Temperate Polar Weather Biome Temperate Forest Humid
Art	<ul style="list-style-type: none"> 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] 	Weave using paintings as a stimulus Investigate different styles of art Use a range of variety of mediums to create art work in different styles	I know how to weave using wool. I can use different mediums in art to create different styles of work. Assessment Weave using paintings as a stimulus Use a range of variety of mediums to create art work in different styles	Weave Stimulus Wool Loom Frame Wrap
DT	DT is taught in Summer 2			
Computing	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	To combine a variety of software to accomplish given goals and select, use, combine Software. Evaluate and improve presentations in the light of discussions.	I can select software for a given purpose. I can use a variety of software to achieve a goal (presenting information). Assessment Able to use ICT to communicate a media campaign, creating a variety of linked published materials using a variety of formats and tools.	Media ICT iMovie Green Screen



<p>Music</p>	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Describe how music can be used to create expressive effects and convey emotion.</p>	<p>I can consider how music can affect mood and my emotions. I can describe how music conveys different emotions.</p> <p>Assessment I can describe how music can be used to create expressive effects and convey emotion.</p>	<p>Music Mood Expression Tempo Timbre Pitch Duration Rhythm</p>
<p>French</p>	<p>French is taught in Summer 2</p>			
<p>PE</p>	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Strike a ball in a variety of ways into space and bowl accurately to an opponent whilst having a positive influence on my team.</p> <p>Use tactics effectively to plan my approach for attacking and defending in a range of invasion games.</p> <p>Show control and sportsmanship in victory and congratulations in defeat, ensuring reflection is taken on how to improve for next time.</p>	<p>I can use tactics in both bowling and fielding to gain an advantage in the game of Cricket. I can identify strengths and areas for development in a player's performance.</p> <p>Assessment Use tactics which involve the bowler and fielders working together, or batting at different angles and speeds in striking and fielding games. Identify main strengths of a partners performance in athletics and suggest ways in which they can improve.</p>	<p>Cricket Opponent Bowler Batting Fielding Strike Aim Drives Cuts Hooks Blocks Wicket</p>
<p>PSHE</p>	<p>Relationships</p> <p>Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset Know and show what makes a good relationship</p>		<p>I know what makes a good friend I know different strategies to resolve conflict I can consider ways of standing up for myself choosing in situations, judging between those likely to be effective and those likely to aggravate the problem.</p> <p>Assessment To recognise when people are trying to gain power or control.</p>	<p>Friendship relationship problems conflict solution power control emotions feelings sadness</p> <p>change bereavement coping strategies</p>
<p>RE</p>	<p>RE is taught in Summer 2</p>			

Year 6

Land of the Rising Sun

Summer 1

