



**Year 6 - Otters  
Spring Term 1  
Natural Disasters**

**Geography - Volcanoes & Earthquakes**

- To locate the world's countries
- To understand physical geography, including: volcanoes and earthquakes
- To use maps, atlases, globes and digital/computer mapping to locate countries
- To use the eight points of a compass to build their knowledge of the wider world
- To use four or six-figure grid references to build their knowledge of the wider world
- To use symbols and key to build their knowledge of the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies

**Science - Evolution & Classification**

- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- To identify scientific evidence that has been used to support or refute ideas or arguments.
- To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

**PE**  
Tennis

**PSHE**  
Focus

**Music**  
Pitch, Duration & Timbre

**Trips**  
TBC

**RE - Eid-ul-Fitr**

- To explain the meaning of the word ritual.
- To explain why ritual is significant for Muslims during the festival of Ramadan.
- To explain why ritual is significant for Muslims during the festival of Eid-ul-Fitr.
- To express an opinion on the significance of ritual within a Ramadan and Eid-ul-Fitr.
- To express a personal response to the way in which ritual is evident in their own experiences.
- To explain how their ideas of ritual may affect how their experiences and others experiences.

**Art - Drawing / Painting / Sculpture**

- To select ideas based on first hand observations, experience or imagination and develop these through open ended research
- To begin to develop an awareness of composition, scale and proportion in their work
- To use different techniques, colours and textures when designing and making pieces of work and explain his/her choices
- To describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts

**Spanish - All about me / Age / Where do you live?**

- To be able to: Understand an increasing amount of familiar spoken and written phrases
- To be able to: Answer simple questions and give basic information
- To be able to: Write one or two short sentences with support
- To spell some common words correctly
- To identify similarities between my culture to that of another

**Computing - Networks**

- To understand how computer networks enable computers to communicate and collaborate
- To begin to use internet searches within his/her own creations to share and transfer data to a third party

**DT - Electrical Systems**

- To research and analyse a range of children's toys
- To design a steady hand game
- To construct a stable base
- To assemble electronics and complete their electronic game