



# Class 3

## Learning Overview

### Autumn Term 2023

<p><b>Science</b></p>	<p>Evolution and Inheritance (Y6)</p> <p>Properties and Change of Materials</p>	<p>Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?</p> <p>Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?</p> <p>Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</p> <p>Can I compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?</p> <p>Can I explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?</p> <p>Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?</p> <p>Can I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?</p> <p>Can I demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can I explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?</p>
<p><b>History Enquiry</b></p>	<p><b>Why was winning the battle of Britain so important?</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Can I Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was?</p> <p>Can I Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940?</p> <p>Can I Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant?</p> <p>Can I Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history?</p>
<p><b>Geography Enquiry</b></p>	<p><b>Who are Britain's national parks for?</b></p>	<p>Can I Identify, locate, describe and explain the distribution of the 15 National Parks in the UK?</p> <p>Can I Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'?</p> <p>Can I recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special?</p> <p>Can I identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK?</p> <p>Can I Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose?</p> <p>Can I recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK?</p>

		<p>Can I compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the USA?</p> <p>Can I locate and describe the geographical features of an additional National Park in the USA and explain why it received designation?</p>
<b>Art</b>	Drawing and Sculpture - Wildlife birds	<p>Can I draw details carefully, using pencil, to draw birds?</p> <p>Can I make observational drawings of feathers?</p> <p>Can I develop my sculpting skills to sculpt a bird?</p> <p>Can I examine and discuss the works of the sculptors Constantin Brancusi and Richard Sweeney?</p>
<b>D.T.</b>	<p><b>Food and nutrition- Serve a Salad</b></p> <p>-</p> <p>Design, Make, Evaluate</p>	<p>Can I use acquired healthy eating knowledge to design and make a salad which contributes to a healthy, varied diet?</p> <p>Can I explore a variety of salads and salad ingredients associated with different countries around the world?</p> <p>Can I develop and practise my food skills by preparing ingredients safely and hygienically?</p> <p>Can I design and make a salad for my intended user based on my experiences and research?</p> <p>Can I make and evaluate a salad?</p>
<b>Computing</b>	<p><b>Introduction to Python Programming</b></p> <p><b>History of computers</b></p> <p><b>Creating Media</b></p>	<p>Can I iterate ideas, testing and changing throughout the lesson and explain what my program does?</p> <p>Can I use nested loops in my designs, explaining why they need two repeats?</p> <p>Can I alter a drawing using Python commands; use comments to show a level of understanding around what the code does?</p> <p>Can I use loops in Python and explain what the parts of a loop do?</p> <p>Can I recognise that computers can choose random numbers and decompose a program into an algorithm, modifying a program to personalise it.</p> <p>Can I learn about the history of computers and how they have evolved over time?</p> <p>Can I use my understanding of historic computers to design a computer of the future?</p> <p>Can I use various software confidently? e.g. word processing, sound editing</p>
<b>Music</b>	How does music connect us with the past? (Emotions and Musical Style)	<p>Can I listen to and discuss different music compositions?</p> <p>Can I sing a variety of different songs and musical compositions?</p> <p>Can I play, compose and perform different musical compositions?</p>
<b>R.E.</b>	<p><b>Islam and Christianity</b></p> <p>Beliefs and Practises</p> <p>Christmas</p>	<p>Can I understand what is the best way for a Muslim to show commitment to God?</p> <p>Can I explain how significant is it that to Christian that Mary was Jesus's mother?</p> <p>Can I find out how Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</p>
<b>RSE</b>	<p><b>Feelings and Emotions - Worry</b></p> <p><b>The working world - In App purchases</b></p>	<p>Can I explain that some feelings will make me feel good and happy while others might not feel so good and that this is normal for everyone?</p> <p>Can I consider thoughts, feelings and emotions and I know the differences between them?</p> <p>Can I understand that my emotions might affect my behaviour and that my choices and actions can affect myself and others?</p> <p>Can I understand some feelings will have an effect on my body - both pleasant and unpleasant?</p> <p>Can I understand my feelings may show, even if I don't say them out loud.</p> <p>Can I explain how to support someone who is feeling worried?</p>

		<p>Can I explain who ask for help when I am feeling worried and know that I may feel better if I do so?</p> <p>Can I explain how feelings can be communicated with and without words?</p> <p>Can I identify how to reduce the feeling of worry?</p> <p>Can I understand how we can spend money when using technology?</p> <p>Can I understand the consequences and impact of that could happen if I spend money online without permission?</p> <p>Can I describe how to be respectful and responsible when using apps and games online?</p>
<b>P.E.</b>	<p><b>Invasion Games</b></p> <p><b>Gymnastics - matching and mirroring.</b></p>	<p>Can I create and apply tactics that I can adapt depending on the situation?</p> <p>Can I move, pass, shoot and dribble accurately and consistently, moving fluidly between the skills?</p> <p>Can I develop communication skills?</p> <p>Can I challenge myself to improve on my personal best and to set myself targets to aim for?</p> <p>Can I create matching and mirroring movements?</p> <p>Can I create a sequence containing both matching and mirroring movements?</p> <p>Can I execute movements with accuracy and fluidity using a range of apparatus?</p> <p>Can I develop my evaluation and decision-making skills?</p>
<b>French</b>	Weather and Family	<p>Can I tell somebody the members, names and various ages of either their own or a fictional family in French?</p> <p>Can I continue to count in French, with the option of reaching 100, enabling me to say the age of various family members?</p> <p>Can I understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French?</p> <p>Can I move from 1st person singular to 3rd person singular of the two high frequency verbs: s'appeler (to be called) and avoir (to have)?</p> <p>Can I repeat and recognise the vocabulary for weather in French?</p> <p>Can I ask and say what the weather is like today?</p> <p>Can I create a French weather map?</p> <p>Can I describe the weather in different regions of France using a weather map with symbols.</p>