

Year Group Milestone Map				Year 6				Spring 1			
Summer 1 – Survival	Science	D.T.	Computing	History	Geography	R.E.	P.S.H.E.	Art	Music	P.E.	MFL
	Physics – To understand light and seeing - p229 and p230 - Use the ideas that light travels and explain that we see things because light travels from light sources to our eyes Physics - Investigate sound and hearing - p231 and 232 Find patterns between pitch and features of an object and the sound and strength of vibrations Chemistry - Investigate materials p215 Understand how some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution Biology - Understand animals and humans p205 Recognise the importance of diet, exercise, drugs and lifestyles on the way the human body functions Look at drugs and alcohol effects on human body - discuss good and bad drugs (PSHE link) Biology - Understand animals and humans p207 Describe the differences in the life cycle of a mammal, amphibian, insect and bird Physics - Investigate sound and hearing - p233 Recognise that sounds get fainter as a distance from sound increases CP - Set up simple practical enquiries, comparative and fair tests Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering question Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	CP - Understand units of measure Practise measuring Understand and apply the process of plan – make – evaluate – refine Experiment creatively with ideas, changing things to ensure they are meeting the intended purpose	Internet safety Week Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. CP - Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	SI – Harriet Tubman Freeing many slaves via the underground railroad. 16th – 18th Century Transatlantic Slave Trade Research British Empire and its existence in the Triangular Trade Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms accurately in describing events. CP - Use appropriate historical vocabulary to communicate, including: •Date •Time period •Era •Chronology •Continuity •Change •Century •Decade •Legacy Use literacy, numeracy and computing skills to exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.	Europe, Africa, North America- British Empire Triangular Trade Describe how countries and geographical regions are interconnected and interdependent. CP - Countries, cities, seas, rivers, mountain ranges of the UK Continents of the world European Countries and capital cities World Countries, seas, oceans, mountain ranges, capital cities	Hinduism: Why do Hindus want to be good? Explain how religious beliefs shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader. Explain some of the different ways that individuals show their beliefs. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	Theme: Living in the Wider World, Relationships Topics: Communities Families and Close Positive Relationships About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced How friendships can change over time, about making new friends and the benefits of having different types of friends That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	Use a range of visual elements to reflect the purpose of the work. Make a quilt map for the underground railroad SI – Harriet Tubman Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. CP - Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.		Rugby Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Lead others when called upon and act as a good role model within a team. Uphold the spirit of fair play and respect in all competitive situations. CP - How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle How to recognise that habits can have both positive and negative effects on a healthy lifestyle	Speak confidently. Read fluently. Read and understand the main points and opinions in written texts from various contexts, including past, present or future events.
Contribute to Communities:											