








**YEARLY OVERVIEW YEAR 6**

Quality/characteristic	colour
Respect	
Ambition	
Inquisitiveness	
God's love	
Resilience	
Independence	
Service	

	TOPIC	VISIT	CAREER	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	FRENCH	PE	COMPUTING	RSE
Autumn 1	THE ANCIENT EGYPTIANS		Electrician	<p><b>ELECTRICITY</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p> <ul style="list-style-type: none"> <li>-Plan different types of scientific enquiries to answer questions.</li> <li>-Recognise and control variables where necessary..</li> <li>-Record data and results of increasing complexity using scientific diagrams and labels, tables and bar charts.</li> <li>-Report and present findings from enquiries, including conclusions and causal relationships</li> <li>-Report and presents findings from enquiries in oral and written forms such as displays and other presentation</li> <li>-Report and present findings from enquiries, including explanations of, and degree of, trust in results</li> <li>-Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>-Use test results to make predictions to set up further tests and compare results.</li> </ul>	<p><b>HIST: ANCIENT EGYPT</b> The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <ul style="list-style-type: none"> <li>- Use a greater depth and range of knowledge to work chronologically with people, vents, places and artefacts</li> <li>-Construct and organise responses by selecting and organising relevant historical data</li> <li>- Use a greater depth of historical knowledge to make links between main events, situations and changes within and across different periods and societies</li> <li>- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> <li>-Offer explanations about why people in the past acted as they did</li> </ul>		<p><b>DT: CONSTRUCTION</b> PAPER CIRCUITS generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams. select from and use a wider range of tools and equipment to perform practical tasks [cutting, joining and finishing], accurately evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>- Develop a simple design specification to guide their thinking</li> <li>- Order the main stages of making</li> <li>- Produce detailed lists of tools, equipment and materials that they need</li> <li>-Follow procedures for safety</li> <li>- Accurately measure to nearest mm, mark out, cut and shape materials and components</li> <li>- Use techniques that involve a number of steps</li> </ul>			<p>OUR WORLD -Understand main points and simple opinions in a spoken story or passage -Perform to an audience -Understand longer and more complex phrases or sentences -Use spoken language confidently to initiate and sustain conversations and tell stories -Read and understand the main points and some detail from a short written passage -Identify different text types and read short, authentic texts for enjoyment or information -Match sound to sentences and paragraphs -Write sentences on a range of topics using a model -Apply knowledge of word order to support understanding of a written text -Use knowledge of plural and gender agreement -Apply prior knowledge of language structure when attempting to understand unknown language or create new language. -Use dictionaries</p>	<p><b>Fundamental Movement</b> <i>Demonstrate the perseverance to make decisions quickly in a game</i></p> <p><i>Understand the transference of skills from one type of game to another and apply appropriately</i></p> <p><i>Reflect on own and others' performance to help improve personal and team skills and performance</i></p> <p><i>Use tactics against an opponent</i></p> <p><i>Perform a dummy pass</i></p> <p><i>Officiate a game effectively</i></p> <p><b>Swimming</b> <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i></p> <p><i>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i></p> <p><i>Perform safe self-rescue in different water-based situations.</i></p>	<p><b>Online Safety and Digital Literacy</b> <i>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour, identify a range of ways to report concerns about content and contact</i></p> <p><i>Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings.</i></p> <p><i>Know that it is illegal to post or view 'rude' images of children.</i></p> <p><i>Know that hacking or misusing someone else's account is illegal.</i></p> <p><i>(Purple Mash Unit 6.2 - Lesson 2)</i></p> <p><i>Know that having a healthy balance of online and offline activities is important for health.</i></p> <p><i>(Purple Mash Unit 6.2 - Lesson 3)</i></p>	<p><b>CALMING THE STORM</b> <i>We were created individually by God who cares for us and wants us to put our faith in Him</i> <i>Physically becoming an adult is a natural phase of life</i> <i>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</i></p>

Autumn 2	MAGIC AND MYSTERY	Alnwick Castle	Magician / Author	<p><b>ANIMALS</b>  <b>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</b>  <b>describe the ways in which nutrients and water are transported within animals, including humans.</b>  <i>-Plan different types of scientific enquiries to answer questions.</i>  <i>-Recognise and control variables where necessary.</i>  <i>-Take measurements using a range of scientific equipment.</i>  <i>-Take measurements with increasing accuracy and precision.</i>  <i>-Take repeat readings when appropriate.</i>  <i>-Record data and results of increasing complexity using labels, tables and bar charts.</i>  <i>-Record data and results of increasing complexity using line graphs.</i>  <i>-Report and present findings from enquiries, including conclusions and causal relationships</i>  <i>-Report and presents findings from enquiries in oral and written forms such as displays and other presentation</i>  <i>-Report and present findings from enquiries, including explanations of, and degree of, trust in results</i>  <i>-Identify scientific evidence that has been used to support or refute ideas or arguments</i>  <i>-Use test results to make predictions to set up further tests and compare results.</i></p>	<p><b>GEOG: MAPS AND JOURNEYS</b>  <b>Use the 8 points of a compass, 4 and 6 figure grid references and OS maps.</b>  <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night).</b>  <b>Climate zones, biomes and vegetation belts.</b>  <i>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i>  <i>-Follow a short route on an OS map</i>  <i>-Describe the features shown on an OS map</i>  <i>-Use atlases to find out data about other places</i>  <i>-Use 8 figure compass and 6 figure grid reference accurately</i>  <i>-Use lines of longitude and latitude on maps</i>  <i>-Identify the position and significance of lines of latitude and longitude</i>  <i>-Draw a variety of thematic maps based on their own data</i>  <i>-Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</i>  <i>-Draw plans of increasing complexity</i>  <i>-Begin to use and recognise atlas symbols</i></p>	<p><b>ART: SCULPTURE</b>  <b>CLAY</b>  <b>to create sketch books to record their observations and use them to review and revisit ideas</b>  <b>to improve their mastery of art and design techniques, including drawing, and sculpture with a range of materials [for example, pencil, paint, clay] about great artists, architects and designers in history (Eliane Monnin-texture in nature).</b>  <i>- Develop artistic/visual vocabulary when talking about own work and that of others</i>  <i>- Build on previous work with colour by exploring intensity</i>  <i>- Design and create sculpture, both small and large scale</i>  <i>- Use the work of artists to replicate ideas or inspire own work</i></p>		<p><b>Games – Attack and Defence</b>  <i>Demonstrate the perseverance to make decisions quickly in a game</i>  <i>Understand the transference of skills from one type of game to another and apply appropriately</i>  <i>Reflect on own and others' performance to help improve personal and team skills and performance</i>  <i>Use tactics against an opponent</i>  <i>Perform a dummy pass</i>  <i>Officiate a game effectively</i></p> <p><b>Swimming</b>  <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i>  <i>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i>  <i>Perform safe self-rescue in different water-based situations.</i></p>	<p><b>Information Technology</b>  <i>Select, use and combine a variety of software 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.</i>    Begin to create 3-D models    <b>(MCC: Y6 Unit - Creating Media - 3-D Modelling)</b></p>	<p><b>GIFTS AND TALENTS</b>  <b>BOYS' BODIES</b>  <b>GIRLS' BODIES</b>  <b>SPOTS AND SLEEP</b>  <i>Similarities and differences between people arise as they grow and mature.</i>  <i>Self-confidence arises from being loved by God (not status, etc)</i>  <i>About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</i>  <i>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</i>  <i>The need for modesty and appropriate boundaries</i>  <i>How to make good choices that have an impact on their health</i></p>

**Historian**

**LIGHT**

recognise that light appears to travel in straight lines

use the idea 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

use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

- Plan different types of scientific enquiries to answer questions.
- Recognise and control variables where necessary.
- Take measurements using a range of scientific equipment.
- Take measurements with increasing accuracy and precision.
- Take repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, tables and bar charts.
- Record data and results of increasing complexity using line graphs.
- Report and present findings from enquiries, including conclusions and causal relationships
- Report and presents findings from enquiries in oral and written forms such as displays and other presentation
- Report and present findings from enquiries, including explanations of, and degree of, trust in results
- Identify scientific evidence that has been used to support or refute ideas or arguments
- Use test results to make predictions to set up further tests and compare results.

**HIST: WW2**

A study of an aspect or theme in British history that expands pupils' chronological knowledge beyond 1066. (A significant turning point in British History) (WW2 – Battle of Britain)

- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Construct and organise responses by selecting and organising relevant historical data
- Use a greater depth of historical knowledge to make links between main events, situations and changes within different periods and societies
- Offer explanations about why people in the past acted as they did
- Give reasons why some events, people or developments are seen as more significant than others
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately

**MUSIC: RECORDER**

Listen with attention to detail and recall sounds with increasing aural memory.  
 Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.  
 Use and understand staff and other musical notations.  
 Develop an understanding of the history of music.

- When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music.
- Perform pieces in three different time signatures and three different tempos.
- Perform using 8 pitched notes
- Capture the work in different formats, including staff notation, so it can be recreated

**THE CAFÉ**

-Perform to an audience  
 -Understand longer and more complex phrases or sentences  
 -Use spoken language confidently to initiate and sustain conversations and tell stories  
 -Match sound to sentences and paragraphs  
 -Write sentences on a range of topics using a model  
 -Apply knowledge of word order to support understanding of a written text  
 -Use knowledge of plural and gender agreement  
 -Apply prior knowledge of language structure when attempting to understand unknown language or create new language.

**Gymnastics**

Develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones

Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.

Balancing- Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.

Perform group balances at the beginning, middle or end of a sequence.

Consider how to move in and out of these balances with fluency and control.

**Swimming**

Swim competently, confidently and proficiently over a distance of at least 25 metres

Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

Perform safe self-rescue in different water-based situations.

**Online Safety and Digital Literacy**

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

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Know how to validate information found through searches by checking more than one source.

Know that search results can be manipulated by sponsorship and advertising.

Know that some news is 'fake.'

(NCCS Y6 Unit – Computing Systems and Networks – Communication)

**BODY IMAGE FUNNY FEELINGS EMOTIONAL CHANGES SEEING THINGS ONLINE**

That images in the media do not always reflect reality and can affect how people feel about themselves  
 That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media  
 A deeper understanding of the range and intensity of their feelings  
 That some behaviour is wrong, unacceptable, unhealthy or risky  
 That emotions change as they grow up (including hormonal effects)  
 About emotional well-being: The difference between harmful and harmless videos and images and the impact  
 Ways to combat and deal with viewing harmful videos and images

Spring 2	BLOOD HEART		<p><b>Doctor / vet / paramedic</b></p>	<p><b>ANIMALS</b>  <b>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</b>  <i>-Plan different types of scientific enquiries to answer questions.</i>  <i>-Recognise and control variables where necessary.</i>  <i>-Take measurements with increasing accuracy and precision.</i>  <i>-Take repeat readings when appropriate.</i>  <i>-Record data and results of increasing complexity using scientific diagrams and labels, tables and bar charts.</i>  <i>-Record data and results of increasing complexity using line graphs.</i>  <i>-Report and present findings from enquiries, including conclusions and causal relationships</i>  <i>-Report and presents findings from enquiries in oral and written forms such as displays and other presentation</i>  <i>-Report and present findings from enquiries, including explanations of, and degree of, trust in results</i>  <i>-Identify scientific evidence that has been used to support or refute ideas or arguments</i>  <i>-Use test results to make predictions to set up further tests and compare results.</i></p>		<p><b>ART: DRAWING AND PAINTING</b>  <b>JIM DINE (POP ART)</b>  <b>to create sketch books to record their observations and use them to review and revisit ideas</b>  <b>to improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials [for example, pencil, paint, batik]</b>  <b>about great artists in history (Jim Dine, David Hockney)</b>  <i>-Use a range of mediums on a range of backgrounds</i>  <i>-Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</i>  <i>-Experiment with colour in creating an effect</i>  <i>-Mark make with paint (dashes, blocks of colour, strokes, points)</i>  <i>-Develop fine brush strokes</i>  <i>-Create detailed designs which can be developed into batik pieces</i>  <i>-Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of artists that used mono printing include David Hockney, and Jim Dine (print),</i></p>		<p><b>Dance</b>  <i>Show co-ordination, control, alignment, flow of energy and strength</i>    <i>Show focus, projection, sense of style and musicality</i>    <i>Copy, repeat and remember complex movement, developing movement memory</i>    <i>Evaluate experiences and outcomes and set goals for their own development</i>    <i>Take on board feedback and deal positively with praise and criticism</i>    <i>Compare and comment on their own and others work identifying strengths and areas for improvement using dance vocabulary</i>    <b>Net and Wall Games</b>    <i>Demonstrate the perseverance to make decisions quickly in a game</i>    <i>Understand the transference of skills from one type of game to another and apply appropriately</i>    <i>Reflect on own and others' performance to help improve personal and team skills and performance</i>    <i>Use tactics against an opponent</i>    <i>Perform a dummy pass</i>    <i>Officiate a game effectively</i></p>	<p><b>Information Technology</b>  <i>Select, use and combine a variety of software 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.</i>        Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers    <i>(Purple Mash – Unit 6.9 Spreadsheets)</i></p>	<p><b>MAKING BABIES (PART 1) MENSTRUATION</b>  <i>How a baby grows and develops in its mother's womb</i>  <i>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</i>  <i>Some practical help on how to manage the onset of menstruation</i></p>

<p>Palaeontologist</p> <p>Computer Coder</p>	<p><b>EVOLUTION AND INHERITANCE</b>                  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>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>-Take measurements with increasing accuracy and precision.                  -Take repeat readings when appropriate.                  -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts.                  -Report and present findings from enquiries, including conclusions and causal relationships                  -Report and presents findings from enquiries in oral and written forms such as displays and other presentation                  -Report and present findings from enquiries, including explanations of, and degree of, trust in results                  -Identify scientific evidence that has been used to support or refute ideas or arguments                  -Use test results to make predictions to set up further tests and compare results.</p>	<p><b>GEOG: FIELDWORK UNIT</b>                  Use the 8 points of a compass, 4 and 6 figure grid references and OS maps.</p> <p><b>Plus fieldwork skills</b>                  -Use photographic evidence in their investigations                  -Evaluate the usefulness of the images                  -Use sketches as evidence in an investigation. select field sketching from a variety of techniques                  -Annotate sketches to describe and explain geographical processes and patterns                  -Select appropriate methods for data collection</p>	<p><b>MUSIC: COMPOSING</b>                  Listen with attention to detail and recall sounds with increasing aural memory.                  Use and understand staff and other musical notations.                  Develop an understanding of the history of music.</p> <p>- Sing musically, responding to the performance directions of the piece. (Eg phrasing)                  - Sing more extended harmony parts.                  - Perform pieces which use off-beat and syncopated rhythms in three different time signatures and three different tempos.                  - Perform and compose, using 8 pitched notes                  - Capture the work in different formats, including staff notation, so it can be recreated                  - Improvise and compose extended pieces of music, using up to 8 notes and a variety of rhythms, tempos and time signatures                  - Talk about the key features of music including tempo, metre, instrumentation and melody                  - Understand the key features of at least four different types / genres of music.</p> <p><b>DT: TECHNICAL KNOWLEDGE (LEGO CODING)</b>                  Apply their understanding of computing to program, monitor and control their products.</p> <p>- Understand how more complex electrical circuits and components can be used to create functional products                  - Understand how to program a computer to monitor changes in the environment / control their products                  - Understand how cams, pulleys and gears create movement</p>	<p><b>PAST AND PRESENT</b>                  -Understand main points and simple opinions in a spoken story or passage                  -Understand longer and more complex phrases or sentences                  -Match sound to sentences and paragraphs                  -Write sentences on a range of topics using a model                  -Apply knowledge of word order to support understanding of a written text                  -Use knowledge of plural and gender agreement                  -Apply prior knowledge of language structure when attempting to understand unknown language or create new language.                  -Use dictionaries</p>	<p><b>Gymnastics</b></p> <p>Develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones</p> <p>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</p> <p><b>Balancing-</b> Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.                  Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p> <p><b>Games – Striking and Fielding</b></p> <p>Demonstrate the perseverance to make decisions quickly in a game</p> <p>Understand the transference of skills from one type of game to another and apply appropriately</p> <p>Reflect on own and others’ performance to help improve personal and team skills and performance</p> <p>Use tactics against an opponent</p> <p>Perform a dummy pass</p> <p>Officiate a game effectively</p>	<p><b>Computer Science</b>                  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs, work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Use conditional sentences to program objects</p> <p>Be able to explain what a program will do and accurately predict the effect of changes</p> <p>Be able to reliably modify existing algorithms and code to change the effect of the program</p> <p>Be able to make an efficient program by using effective algorithm and techniques such as loops and procedures.</p> <p>(Purple Mash Unit 6.1 - Coding)</p>	<p><b>THE TRINITY CATHOLIC SOCIAL TEACHING</b>                  That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity                  That the Holy Spirit works through us to bring God’s love and goodness to others                  The principles of Catholic Social Teaching                  That God formed them out of love, to know and share His love with others</p>
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<b>Summer 2</b>	<b>OUR WORLD</b>		<p><b>Charity worker</b></p>	<p><b>LIVING THINGS</b>  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p><b>give reasons for classifying plants and animals based on specific characteristics</b>  - Take measurements using a range of scientific equipment.  - Take measurements with increasing accuracy and precision.  - Take repeat readings when appropriate.  - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts.  - Record data and results of increasing complexity using line graphs.  - Report and present findings from enquiries, including conclusions and causal relationships  - Report and presents findings from enquiries in oral and written forms such as displays and other presentation  - Report and present findings from enquiries, including explanations of, and degree of, trust in results  - Identify scientific evidence that has been used to support or refute ideas or arguments  - Use test results to make predictions to set up further tests and compare results.</p>	<p><b>GEOG: FAIR TRADE</b>  <b>Economic activity including trade links and the distribution of natural resources, including energy, food, minerals and water.</b>  - Use atlases to find out data about other places  - Identify the position and significance of lines of longitude &amp; latitude  - Draw a variety of thematic maps based on their own data  - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><b>DT: TEXTILES</b>  <b>FAIRTRADE CLOTHES- EVALUATIVE UNIT</b>  <b>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</b>  <b>select from and use a wider range of materials, (textiles), according to their functional properties and aesthetic qualities</b></p> <p><b>investigate and analyse a range of existing products</b>  - Make design decisions, taking account of constraints such as time, resources and cost  - Develop prototypes  - Recognise when their products have to fulfil conflicting requirements  - Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make  - Investigate existing products - how much products cost to make, how innovative products are and how sustainable the materials in products are</p>		<p><b>Athletics</b></p> <p><i>Confidently take part in running, throwing and jumping events</i></p> <p><i>Identify the main strengths of a performance of self and others</i></p> <p><i>Identify parts of the performance that need to be improved</i></p> <p><i>Explain how warming up affects performance</i></p> <p><i>Explain why athletics can help stamina and strength</i></p> <p><i>Organise small groups to SAFELY take turns</i></p> <p><b>OAA</b></p> <p><i>Engage in a range of activities confidently and successfully during residential.</i></p>	<p><b>Information Technology</b>  <i>Select, use and combine a variety of software 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.</i></p> <p>Know how to use the main features of office software to produce suitable documents and presentations for an audience.</p> <p><i>(NCCCE Y6 Unit – Web Page Creation)</i></p>	<p><b>REACHING OUT</b>  How to apply the principles of Catholic Social Teaching to current issues  Ways in which they can spread God's love in their community</p>
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