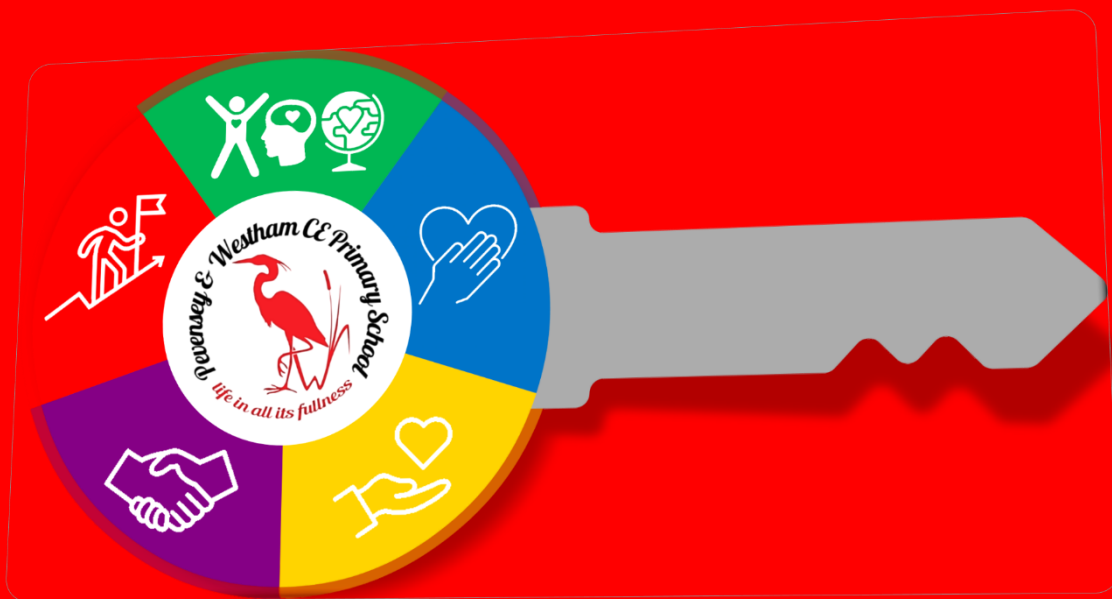


Year 6 PaWS Passport



Year 6 PaWS Passport

Our PaWS Passports highlight some of the key milestones for your child's learning this year across the wider curriculum. The points included are not an exhaustive list of everything you child will learn but detail some of the most important objectives. These objectives are key stepping stones for the essential learning your child should secure as they progress through the school: they are the building blocks for future learning.

These milestones are listed by subjects and include suggestions and links for you to support your child to embed and overlearn these key objectives at home. Overlearning will help your child to thoroughly master the learning points ready for their next step.

Digital copies are available on the school website:

<https://pevenseyschool.org.uk/learning/pawspassports>

School Vision:






“At PaWS we have an ambitious vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.”

John 10:10

Year 6 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Light	Living things and their habitats	Electricity		Evolution and inheritance	Animals including humans
RE	Why do some people believe in God and some people not?	Why do Christians believe Jesus was the Messiah?	Why do Hindus want to be good?	For Christians, what kind of king is Jesus?	Creation and science: conflicting or complementary?	How does faith help people when life gets hard?
History	World War II Home Front 1939-1945: What was life like in Britain during the Second World War?		Greece What was so special about Ancient Greece? The story of the Trojan Horse – fact, myth or legend?			
Geography			Greece Why is tourism important in Greece? Why does Greece have an immigration crisis?		Changing World How is climate change affecting the world? How will it impact me?	
Computing	Finding balance	Online collaboration		Websites (Google Sites)	Variables in games (Scratch)	Audio editing
Music	Arrange and mix compositions using music creation software		Compose music for a film		Musical performance Y6 production and diocese service	
Art & Design				Human form – drawings and skeletons	Identity	Shadow puppets
DT	Sew an apron to wear for our World War Two tea party	Design and make a soup for WW2 Tea Party	To make an alarm to protect the school vegetable patch			
PE	Gymnastics	Hockey	Dance	Gymnastics	Athletics Stool Ball	Basketball
French	Do you have a pet? / As-tu un animal?		My home / Chez moi		Clothes / Les vêtements	
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values	Family and relationships	Identity Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to KS3

Art and Design

-  Purposely control the types of marks made and experiment with different effects, textures, lines, tone and pattern.
-  Analyse and reflect on their progress, taking into account what they had hoped to achieve.
-  Describe how their work has been influenced by elements from the work of various artists.
-  Systematically investigate, research and test ideas and plans using sketchbooks.
-  Use technical vocabulary and techniques for modifying the qualities of different materials and processes.

Home Learning opportunities

Year 6 Art and Design

<https://www.bbc.co.uk/bitesize/subjects/zxv346f>

<https://www.tate.org.uk/kids>

Human form

<https://www.youtube.com/watch?v=P4oPH0FMEB8>






Identity in art

<https://www.youtube.com/watch?v=Ox-oojvc43I>

Shadow puppets

<https://www.bbc.co.uk/programmes/p0117xn1>

Computing

-  Explain how technology can put pressure on us.
-  Share different ways in which people can collaborate online (e.g., Google Classroom).
-  Create a variable in a computer program (e.g., score or name).
-  Use a hyperlink to link multiple pages on a website.
-  Create an audio track with multiple layers.

Home Learning opportunities

Online safety

Be Internet awesome

www.beinternetawesome.withgoogle.com/en_us/interland

Band Runner












www.thinkuknow.co.uk/parents/articles/band-runner/

KS2 Computing

<https://www.bbc.co.uk/bitesize/subjects/zvnrq6f>

<https://scratch.mit.edu/>

Design and Technology

-  Work safely and hygienically
-  Adapt a recipe considering taste, healthiness and available ingredients
-  Select stitches appropriate to task
-  Use a pattern
-  Measure and cut fabric accurately
-  Join fabric with strong, consistent, neat stitches
-  Add finishing details e.g., pocket, initials, decorative detail
-  Generate innovative ideas drawing on research
-  Use an electrical system in their produce
-  Make improvements and adapt ideas during making process
-  Critically evaluate finished product

Home Learning opportunities

Recipes

www.foodforlife.org.uk/skills/recipes

Sewing – running stitch, back stitch and blanket stitch

<https://www.youtube.com/watch?v=i1-B01FB56s>






<https://www.youtube.com/watch?v=sjHm8CL9WDA>

www.youtube.com/watch?v=S9zegUYdPmg

Computer Aided Design - Tinkercad

www.tinkercad.com/

French

-  Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and to 'gist listen' when some language that has not been taught.
-  Recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
-  Tackle unknown language with increased accuracy by applying knowledge learnt including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
-  Write a piece of text using language from a variety of units covered and learn to adapt models provided to show understanding of grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g., A presentation or description of home, family and pets.
-  Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives.

Home Learning opportunities








Subscribed Apps

<https://www.languageangels.com/schools/apps>

KS2 French

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

Geography

-  **Identify, describe and locate** the main countries, cities, environmental regions and key landmarks e.g., Eiffel Tower, Alps etc. found in Europe
-  **Explain** how the physical landscape of Greece had a significant impact on its growth in the Ancient World and how different city states were in many ways unique and autonomous
-  **Describe and explain** the impact that tourism is having on towns such as Thessaloniki
-  **Evaluate** some of the measures being taken by the Greek Government to address the 'immigration crisis'
-  **Explain** what the greenhouse effect is and its link to global warming
-  **Understand** some of the changes being caused by climate change in coastal areas of the United Kingdom and reach a judgement about what people are doing locally to mitigate its effects
-  **Explain, evaluate and reach a judgement** about how countries around the world are acting to reduce global warming

Home Learning opportunities

Key Stage 2 Geography

<https://www.oddizzi.com/> (password and username are class name)

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv/year/zmyxxyc>

[School Learning Zone - KS2 Geography \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)

Climate change

<https://climatekids.nasa.gov/kids-guide-to-climate-change/>

History



Explain why many children had to be evacuated during a large proportion of the Second World War.



Describe a range of roles adults played on the Home Front which were unique to that time and how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'.



Critique and **evaluate** the evidence from this period as it has to be treated with caution; all is not what it seems. The government used censorship and propaganda.



Evaluate archaeological evidence as well as written and spoken, eg, myths and legends as well as surviving buildings.



Summarise the major achievements of the Ancient Greece civilization. E.g, thinking, Olympics, politics, theatres, language, architecture (Tudor theatres, public buildings).



Reach an **informed conclusion** as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, **justifying** their views.



Identify and **describe** the time of the Ancient Greeks and Second World War in relation to prior units studied across BC and AD.

Home Learning opportunities

World War 2







[School Learning Zone - World War II \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk/World-War-2)

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>

Ancient Greece

[School Learning Zone - Ancient Greece \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk/Ancient-Greece)

Music

-  Arrange and mix their own composition using a digital studio
-  Make decisions about changes to compositions to create a specific mood or ambience and understand how this affects the audience
-  To understand the role of music in films
-  Create a leitmotif to represent a character
-  Practise, rehearse and present performances with more understanding and awareness of an audience and their needs.
-  Sing with confidence with more complex melodies and words.

Home Learning opportunities

Year 6 music







www.bbc.co.uk/bitesize/subjects/zwxhfg8/year/zncsscw

[School Learning Zone - KS2 Music \(school-learningzone.co.uk\)](http://School Learning Zone - KS2 Music (school-learningzone.co.uk))

Charanga login

<https://charanga.com/site/log-in/>

Religious Education

-  Make clear connections between what people believe about God and the impact of this belief on how they live.
-  Weigh up how far the idea of Jesus as the 'Messiah' - a saviour from God- is important in the world today and, if it is true, what difference that might make in peoples' lives, giving good reasons.
-  Identify and explain Hindu beliefs e.g., dharma, karma, samsara, moksha, using technical terms accurately.
-  Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.
-  Suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing an awareness of different interpretations.
-  Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives?

Home Learning opportunities

Year 6 RE

www.bbc.co.uk/bitesize/subjects/z7hs34j

[School Learning Zone - KS2 World Religions](#)










Christianity

www.primaryhomeworkhelp.co.uk/religion/christian.htm#top

Hinduism

<http://primaryhomeworkhelp.co.uk/religion/hinduism.htm>

RSHE Life Skills

-  Know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together
-  Understand that marriage should be a commitment freely entered into by both people
-  Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
-  Know the terms associated with gender identity and sexual orientation: see school agreed definitions
-  Recognise prejudice-based bullying linked to sexual orientation and gender and identify ways to respond to, and report, it
-  Describe how to manage requests for images of themselves or others (including knowing who to talk to), understanding what is and is not appropriate to ask for or share
-  Describe how to use a mobile phone responsibly: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
-  Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
-  Identify some ways in which they can manage their money and be a critical consumer.

Home Learning opportunities

Key Stage 2 RSHE Life Skills

www.bbc.co.uk/bitesize/subjects/zfhbr2p








www.bbc.co.uk/teach/ks2-pshe/zbrg7nb

<https://www.bbc.co.uk/bitesize/subjects/zfhbr2p>

<https://learning.parliament.uk/en/age-range/age-7-to-11/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety/activities-safety-kids/>

Science

-  **Light:** Explain how light from light sources, or reflected lights, travels in straight lines and enters our eyes to explain how we see objects.
-  **Living things and their habitats:** describe and give reasons for how living things are classified into broad groups according to common observable characteristics.
-  **Electricity:** compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and on/off position of switches.
-  Use recognised symbols when representing a simple circuit diagram.
-  **Evolution and inheritance:** recognise that living things have evolved over time and identify how plants and animals have adapted to suit their environment.
-  **Animals including humans:** name and describe the functions of the main parts of the circulatory system.
-  Describe the effects of diet, exercise, drugs and lifestyle on how the body functions.

Home Learning opportunities

Key Stage 2 Science

www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zmyxxyc

[School Learning Zone - KS2 Science](#)

[Science lessons for Key Stage 2 students - Oak National Academy \(thenational.academy\)](#)

More useful websites:

School website

www.pevenseyschool.org.uk

Doodle Learning

<https://students.doodlelearning.com/>

Times Table Rock Stars

<https://play.ttrockstars.com/auth/school/student/7769>

Dyslexia Awareness

<https://www.callscotland.org.uk/information/dyslexia/>

Books for Topics

<https://www.booksfortopics.com/>