

SMSC Subject Mapping Year 6

Spiritual	<ul style="list-style-type: none"> • I can talk about other people's beliefs • I can understand what fascinates me and talk about it with others • I can ask 'why' questions • I can see wonder in the world 		
RE	English	Maths	Science
<p>Outline Christian, Muslim, Buddhist and nonreligious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen'</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Show understanding of the value of sacred buildings and art.</p>	Cross-curricular appreciation and use of drama.	<p>Using logic and reasoning.</p> <p>Asking questions and wondering why.</p>	<p>Know fossils can be used to find out about the past.</p> <p>Link adaptation over time to evolution.</p> <p>Know about evolution and can explain what it is.</p>
	History	Geography	Design and Technology
	<p>Islamic civilisation- Why did the city have no defence?</p> <p>Why was knowledge important?</p> <p>Black History theme.</p>	<p>Know why some cities and rural environments are similar and dissimilar in relation to their human and physical features.</p> <p>Know the geographical similarities and differences between the biomes across the globe.</p>	<p>Show that I consider culture and society in my plans and designs.</p> <p>Understand some of the ethical issues and social influences on the foods we choose to eat.</p>
	Art and Design	Music	MFL
	<p>Know how to use perspective and dimension in my art.</p> <p>Cross-curricular appreciation and use of art.</p> <p>Explain the style of my work and how it has been influenced by a famous artist or culture.</p>	<p>Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Whole-school singing together.</p> <p>Singing performances to different audiences.</p> <p>Cross-curricular appreciation and use of music.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>
	Computing	PSHE	PE
	<p>Discuss the positive and negative impact of the use of ICT in my own life, my friends and family.</p> <p>Recognise why people may publish content that is not accurate.</p>	<p>Explain how their actions have consequences for themselves and others.</p> <p>Can identify what affects their physical and mental health.</p> <p>Can identify skills to maintain and form good relationships.</p>	<p>Take the lead when working with a partner or group.</p> <p>Perform dances that show timing, fluency, accuracy and consistency.</p> <p>Know how to choose my own music and style to create a dance.</p> <p>Evaluate and improve the performance and dances of others.</p>

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Moral	<ul style="list-style-type: none"> • I can choose between what is right and wrong • I can understand the consequences of my choices and actions • I can learn about other people's ideas from the wider world 		
PSHE	RE	PE	Computing
<p>Can identify what affects their physical and mental health.</p> <p>Can identify skills to maintain and form good relationships.</p> <p>R -time.</p>	<p>Outline Christian, Muslim, Buddhist and nonreligious beliefs about life after death.</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p>	<p>Overcome a personal challenge reflecting on its impact.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.</p> <p>Explain in detail how credible a webpage is and the information it contains.</p> <p>Compare a range of digital content sources and rate them in terms of content quality and accuracy.</p>
	English	Maths	Science
	<p>Biographies</p> <p>WW2 diary writing</p>	<p>Considering other people's ideas and needs.</p> <p>Using maths to solve problems fairly.</p>	<p>Link adaptation over time to evolution.</p> <p>Know about evolution and can explain what it is.</p>
	History	Geography	Design Technology
	<p>Know how Britain has had a major influence on the world.</p>	<p>Know how natural resources are distributed and the impact this has on human activity.</p>	<p>Understand some of the ethical issues and social influences on the foods we choose to eat.</p>
	Art and Design	Music	MFL
	<p>Explain the style of my work and how it has been influenced by a famous artist or culture.</p> <p>Identify different techniques and styles used in the work of others and famous artists.</p>	<p>Know how to compare and contrast the impact that different composers from different times have had on people of that time.</p>	<p>Key moments of WW2- Start of WW2 and V.E. Day.</p> <p>Identifying countries involved in the war.</p>

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Social	<ul style="list-style-type: none"> • I can care about myself and other people • I can work with and respect other people • I can talk about fundamental British values 		
PSHE	RE	PE	Computing
<p>Can identify what affects their physical and mental health.</p> <p>Can identify how images in the media don't always reflect reality.</p> <p>Can describe strategies for keeping safe and being responsible.</p> <p>Can use strategies to help manage their emotions.</p> <p>Can identify skills to maintain and form good relationships.</p> <p>Can identify the different rights and responsibilities at school, home and community and the skills they need.</p> <p>Can identify groups to which they belong.</p> <p>R Time</p>	Express ideas about how and why religion can help believers when times are hard, giving examples.	<p>Play competitive games.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Plan a route and a series of clues for someone else.</p> <p>Plan a problem solving activity with others, taking account of safety and danger.</p> <p>Overcome a personal challenge reflecting on its impact.</p> <p>Evaluate the work of others giving specific feedback to help improve their performance.</p>	<p>Design and create my own blogs to become a content creator on the internet</p> <p>Make clear connections to the audience when designing and creating digital content</p> <p>Quizzing</p>
	English	Maths	Science
	In narratives, describe settings, characters and atmosphere. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing, discussion writing)	<p>Talking about and discussing answers.</p> <p>Justifying and explaining answers.</p> <p>Solving problems and collaborative learning.</p>	<p>Know the impact of diet, exercise, drugs and life style on health.</p> <p>Know the ways in which nutrients and water are transported in animals, including humans.</p>
	History	Geography	Design Technology
	<p>Know how World War 2 affected and changed our local area and Britain.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people.</p>	Know how natural resources are distributed and the impact this has on human activity.	<p>Show that I consider culture and society in my plans and designs.</p> <p>Use my understanding of healthy eating, hygiene and food safety to make my own menu.</p> <p>Understand some of the ethical issues and social influences on the foods we choose to eat.</p>
	Art and Design	Music	MFL
	Explain the style of my work and how it has been influenced by a famous artist or culture.	<p>Know how to perform with control, dynamics and awareness of others.</p> <p>Know how to take the lead in a performance.</p>	<p>Use intonation to express and convey meaning.</p> <p>Use my knowledge of grammar to speak correctly.</p>

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		Perform a range of songs in school assemblies, school performance opportunities and to a wider audience.	
Cultural	<ul style="list-style-type: none"> I can be proud of who I am and where I come from I can learn about and respect other people's cultures in the UK and the wider world I can take part in wider life experiences and opportunities 		
RE	RE	PE	Computing
<p>Famous and significant people, places, events and achievements.</p> <p>Can identify the different rights and responsibilities at school, home and community and the skills they need.</p> <p>Can identify groups to which they belong.</p>	<p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p> <p>Extra-curricular sports clubs</p> <p>Inter-school tournaments and festivals</p>	<p>Famous and significant people, places, events and achievements.</p> <p>Explain in detail how credible a webpage is and the information it contains</p>
	English	Maths	Science
	<p>Famous and significant people, places, events and achievements.</p> <p>Understanding of the huge variety of books published worldwide, and the cultural impact publishing has had.</p>	<p>Understanding cultural differences in maths</p> <p>The use of pattern and number in art and design</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Link adaptation over time to evolution.</p> <p>Know about evolution and can explain what it is</p> <p>Famous and significant people, places, events and achievements.</p>
	History	Geography	Design Technology
	<p>Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p> <p>Geography is the study of people and places, similarities and differences and understanding of culture is fundamental.</p>	<p>Show that I consider culture and society in my plans and designs</p> <p>Famous and significant people, places, events and achievements.</p>
	Art and Design	Music	MFL
	<p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p>