

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
Outline Christian, Muslim, Buddhist and nonreligious beliefs about life after death. Describe and make connections between examples of religious creativity (buildings and art). Describe what Christians mean about humans being made in the image of God and being 'fallen'. Express ideas about how and why religion can help believers when times are hard, giving examples. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife. Describe some Christian and Humanist values simply. Show understanding of the value of sacred buildings and art.	Cross-curricular appreciation and use of drama.	Using logic and reasoning. Asking questions and wondering why.	Know fossils can be used to find out about the past. Link adaptation over time to evolution. Know about evolution and can explain what it is.
	History	Geography	Design and Technology
	Islamic civilisation- Why did the city have no defence? Why was knowledge important? Black History theme.	Know why some cities and rural environments are similar and dissimilar in relation to their human and physical features. Know the geographical similarities and differences between the biomes across the globe.	Show that I consider culture and society in my plans and designs. Understand some of the ethical issues and social influences on the foods we choose to eat.
	Art and Design	Music	MFL
	Know how to use perspective and dimension in my art. Cross-curricular appreciation and use of art. Explain the style of my work and how it has been influenced by a famous artist or culture.	Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. Whole-school singing together. Singing performances to different audiences. Cross-curricular appreciation and use of music.	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language.
	Computing	PSHE	PE
	Discuss the positive and negative impact of the use of ICT in my own life, my friends and family. Recognise why people may publish content that is not accurate.	Explain how their actions have consequences for themselves and others. Can identify what affects their physical and mental health. Can identify skills to maintain and form good relationships.	Take the lead when working with a partner or group. Perform dances that show timing, fluency, accuracy and consistency. Know how to choose my own music and style to create a dance. Evaluate and improve the performance and dances of others.

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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
Can identify what affects their physical and mental health. Can identify skills to maintain and form good relationships. R -time.	Outline Christian, Muslim, Buddhist and nonreligious beliefs about life after death. Make connections between beliefs and behaviour in different religions. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Consider similarities and differences between beliefs and behaviour in different faiths. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.	Overcome a personal challenge reflecting on its impact. Perform safe self-rescue in different water-based situations.	Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. Explain in detail how credible a webpage is and the information it contains. Compare a range of digital content sources and rate them in terms of content quality and accuracy.
	English	Maths	Science
	Biographies WW2 diary writing	Considering other people's ideas and needs. Using maths to solve problems fairly.	Link adaptation over time to evolution. Know about evolution and can explain what it is.
	History	Geography	Design Technology
	Know how Britain has had a major influence on the world.	Know how natural resources are distributed and the impact this has on human activity.	Understand some of the ethical issues and social influences on the foods we choose to eat.
	Art and Design	Music	MFL
	Explain the style of my work and how it has been influenced by a famous artist or culture. Identify different techniques and styles used in the work of others and famous artists.	Know how to compare and contrast the impact that different composers from different times have had on people of that time.	Key moments of WW2- Start of WW2 and V.E. Day. Identifying countries involved in the war.

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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
Can identify what affects their physical and mental health. Can identify how images in the media don't always reflect reality. Can describe strategies for keeping safe and being responsible. Can use strategies to help manage their emotions. Can identify skills to maintain and form good relationships. Can identify the different rights and responsibilities at school, home and community and the skills they need. Can identify groups to which they belong. R Time	Express ideas about how and why religion can help believers when times are hard, giving examples.	Play competitive games. Take part in outdoor and adventurous activity challenges both individually and within a team. Plan a route and a series of clues for someone else. Plan a problem solving activity with others, taking account of safety and danger. Overcome a personal challenge reflecting on its impact. Evaluate the work of others giving specific feedback to help improve their performance.	Design and create my own blogs to become a content creator on the internet Make clear connections to the audience when designing and creating digital content Quizzing
	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)	Talking about and discussing answers. Justifying and explaining answers. Solving problems and collaborative learning.	Know the impact of diet, exercise, drugs and life style on health. Know the ways in which nutrients and water are transported in animals, including humans.
	History	Geography	Design Technology
	Know how World War 2 affected and changed our local area and Britain. Know how the lives of wealthy people were different from the lives of poorer people.	Know how natural resources are distributed and the impact this has on human activity.	Show that I consider culture and society in my plans and designs. Use my understanding of healthy eating, hygiene and food safety to make my own menu. Understand some of the ethical issues and social influences on the foods we choose to eat.
	Art and Design	Music	MFL
	Explain the style of my work and how it has been influenced by a famous artist or culture.	Know how to perform with control, dynamics and awareness of others. Know how to take the lead in a performance.	Use intonation to express and convey meaning. Use my knowledge of grammar to speak correctly.

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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
Famous and significant people, places, events and achievements. Can identify the different rights and responsibilities at school, home and community and the skills they need. Can identify groups to which they belong.	Famous and significant people, places, events and achievements.	Famous and significant people, places, events and achievements. Extra-curricular sports clubs Inter-school tournaments and festivals	Famous and significant people, places, events and achievements. Explain in detail how credible a webpage is and the information it contains
English	Maths	Science	
Famous and significant people, places, events and achievements. Understanding of the huge variety of books published worldwide, and the cultural impact publishing has had.	Understanding cultural differences in maths The use of pattern and number in art and design Famous and significant people, places, events and achievements.	Link adaptation over time to evolution. Know about evolution and can explain what it is Famous and significant people, places, events and achievements.	
History	Geography	Design Technology	
Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). Famous and significant people, places, events and achievements.	Famous and significant people, places, events and achievements. Geography is the study of people and places, similarities and differences and understanding of culture is fundamental.	Show that I consider culture and society in my plans and designs Famous and significant people, places, events and achievements.	
Art and Design	Music	MFL	
Famous and significant people, places, events and achievements.	Famous and significant people, places, events and achievements.	Famous and significant people, places, events and achievements.	