Tomorrow's World

Year 6

Spring 1 and 2

Tomorrow's World			
Science (Spring 1) Electricity	History Significant people (Bill Gates, Steve Jobs), Changes over time	Geography (Spring 1) Impact of Climate	Art and Design (Spring 1) Styles, different mediums
PE (Spring 1) Dance	Music (Spring 1) Happy Pop and Motown How music can explain how we feel	RE (Spring 1) Christianity: Beliefs and meaning.	Computing (Spring 1) Programming: My Logo Web and Function Machine
PSHE (Spring 1) Dreams and Goals	French (Spring 1) Homes, adjectives, furniture		
Science (Spring 2) Living things and their habitats	Design Technology (Spring 2) Electrical systems	PE (Spring 2) Volleyball	RE (Spring 2) Christianity: Easter
Computing (Spring 2) TIOL: Move My Information	PSHE (Spring 2) Healthy Me		

Science – Spring 1

Electricity	Term: 3	Year: 6

Foundations of previous learning:

Year 4

Identify common appliances that run on electricity.
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram	Use complex science words correctly Use a science model to explain Draw diagrams to help describe/explain Use K&U to make a hypothesis Plan a reliable fair test Plan to minimise risk & act on safety suggestions **Assessment of Skills** Explaining science Designing experiments (See Phil Watkins Assessment boards)	To be able to make a working series circuit. To be able to explain how to change the amount of energy in a circuit. To know what electrical resistance is. To know what happens to the energy as it flows around a circuit. **Assessment of Knowledge** Can you make a working series circuit? How can we change the amount of energy in a circuit? What is electrical resistance? What happens to the energy as it flows around a circuit? Can you make …?	Circuit Electricity Energy Cell Battery positive terminal negative terminal voltage (V) Amps (A) Current Wire Insulator Resistance Resistor Filament Lamp Buzzer Motor Switch Series Voltmeter Ammeter

History

Significant people (Bill Gates, Steve Jobs), Changes over time	Topic: Tomorrows world	Term: Spring 1 and 2	Year 6

Foundations of previous learning:

The idea that the past can shape life today

This unit links with previous topic of industrial revolution – how technology can change the world we/people live in

This unit builds on the presentation of historical understanding from Year 5 with the idea that information must be presented in a structured fashion making use of multi-media

This unit links to cause and consequence work from Y5 and previous Y6 topics

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – 21st century technological advancements	Describes how aspects of life in the 21st century are shaped/ impacted by past events. Presents information in an organised and clearly structured way. Makes use of different ways of presenting information.	To understand how computer science revolutionized the world we live in. To understand the work of key individuals including Bill Gates, Steve Jobbs and other key figures. To identify ways in which technology has advanced throughout the 21st century and how these inventions have impacted our world.	Technology Advance Change Contrast Develop Impact Present Audience Purpose
	Assessment of Skills	**Assessment of Knowledge**	
	I can describe how the consequences of a past event affects life today. I can present accurate information about the past in a structured way making use of different media.	How has computer science revolutionised the world we live in? Who is Bill Gates and how has he impacted on the technological world? How has technology advanced through the 21st Century?	

Geography – Spring 1

Impact of Climate	Topic: Tomorrow's World	Term: Spring 1	Year: 6

Foundations of previous learning:

In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children's knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.

Year 5 -Children now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world.

The children are now able to produce accurate scaled maps through their work in Food Glorious Food focussing on the railway in Darlington. They have plotted routes using web and satellite mapping tools. They can suggest the fastest route from one place to another whilst considering the benefits and drawbacks of different modes of transport, including environmental considerations.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world. Describe how climate, ecology and people are effected by cold, and describe the freezing and thawing processes.	I know and understand how different climate zones, biomes and vegetation belts can affect different areas. I know and understand different climate zones, biomes and vegetation belts affect the physical features of a place in the world. I know and understand different climate zones, biomes and vegetation belts affect the human features of a place in the world. I can explain how cold can affect people, climate and ecology. I can explain the process of both freezing and thawing on the climate.	Climate zone climate change temperature weather conditions biomes ecosystem vegetation freezing thawing human physical settlement natural resources economic activity
	Assessment of Skills	**Assessment of Knowledge**	
	Describe how climate, ecology and people are affected by cold and describe the freezing and thawing process. Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.	Can you explain how different climate zones, biomes and vegetation belts can affect different areas? Can you explain the different climate zones, biomes and vegetation belts? Can you explain how they affect the physical features of a place in the world? Can you explain how they affect the human features of a place in the world? Can you explain how the cold can affect people, climate and ecology? Can you explain the process of both freezing and thawing on the climate?	

Art and Design – Spring 1

<table>
<tr><td colspan="2">Styles, different mediums</td><td>Topic: Tomorrow's world</td><td>Term: Spring 1</td><td>Year: 6</td></tr>
<tr><td colspan="5">Foundations of previous learning:
Children will have improved the quality of their work in sketchbooks and will be able to develop ideas further with increased confidence.</td></tr>
<tr><td colspan="5">Unit Learning</td></tr>
<tr><td>NC Objective - Coverage</td><td>Skills</td><td>Knowledge</td><td colspan="2">Vocabulary</td></tr>
<tr><td rowspan="3">Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</td><td>Investigate different styles of art
Include increased detail within work
Use a range of variety of mediums to create art work in different styles</td><td>To investigate the style of pointillism, identifying the features of pointillism work.
To know how to use charcoal to create different effects in their art work.</td><td colspan="2" rowspan="3">Pointillism
Seurat
Watercolour
Charcoal
Preliminary sketching
Effect
Evaluate</td></tr>
<tr><td>Assessment of Skills</td><td>Assessment of Knowledge</td></tr>
<tr><td>Include increased detail within work
Investigate different styles of art</td><td>What is pointillism?
How do you use charcoal?
What effects can you create?</td></tr>
</table>

Physical Education – Spring 1

Dance	Term: Spring 1	Year: 6

Foundations of previous learning:

Year 1:
Accurately shadow a partner's movements.
Create simple movement patterns, showing awareness of rhythm.
Show control and co-ordination when moving or standing still.
Perform basic sequences, using space safely and recognising simple technical words.
Respond to different stimuli with a range of actions
Copy and explore basic body actions demonstrated by the teacher
Copy simple movement patterns from each other and explore the movement
Choose movements to make into their own phrases with beginnings, middles and ends
Practice and repeat their movement phrases and perform them in a controlled way
Know where their heart is and understand why it beats faster when exercising
Use simple dance vocabulary to describe movement
Talk about dance, linking movement to moods, ideas and feelings
To identify and show their understanding
Assessment: Compose and perform a phrase in dance with a beginning, middle and end.

Year 2:
Perform some dance moves, showing rhythm and choosing the best movements to show my ideas.
Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.
Take part in activities and work with others to complete a task.
Talk about different stimuli as the starting point for creating dance phrases and short dances.
Explore actions in response to stimuli
Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range
Choose movements to make into their own phrases with beginnings, middles and ends
Practice and repeat their movement phrases and perform them in a controlled way
Know where their heart is and understand why it beats faster when exercising
Use simple dance vocabulary to describe movement
Talk about dance, linking movement to moods ideas and feelings
To identify and show their understanding.
To perform as an individual and as part of a team
Assessment: Improvise and experiment with actions to explore ideas, moods and feelings in dance.

Year 3/4 Cycle 1
Show an imaginative response to different stimuli through their use of language and choice of movement
Incorporate different qualities and dynamics into their movement
Explore and develop new actions while working with a partner or a small group
Link actions to make dance phrases, working with a partner and in a small group
Perform short dances with expression, showing an awareness of others when moving
Describe what makes a good dance phrase
In simple language, explain why they need to warm up and cool down
Sustain their effort in their dances
Use a range of expressive language to describe dance
Recognise unison and canon and suggest improvements
Assessment : Explore and develop new actions for a dance phrase incorporating different qualities and dynamics.

Year 3/4 Cycle 2
To explore and create characters and narratives in response to a range of stimuli
To use simple choreographic principles to create motifs and narrative
To perform more complex dance phrases and dances that communicate character and narrative
To describe, interpret and evaluate their own and others' dances, taking account of character and narrative
To know and describe what you need to do to warm up and cool down for dance
To understand how to adapt their skills and knowledge from previous weeks into a performance situation.
Assessment: Use a range of actions in a dance phrase, varying/combining spatial patterns, speed, tension and continuity.

Year 5:
Create and compose my own dances, performing them expressively with control and include emotions and feelings.
To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context
Use appropriate dance terminology to identify and describe different styles in their own and others' dances
Assessment: Perform specific skills and movement patterns for different dance styles with accuracy.

Unit Learning

NC Objective - Coverage	Skills and Knowledge	Vocabulary
Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Refine my dances with style and artistic intention, choosing my own steps to match the mood of the music. Link and adapt actions together into a well-timed sequence which is very controlled. **Assessment** Compose and perform dance phrases with clarity and sensitivity, recognising how costume, music and set can contribute to a performance.	T empo Pace Style Rhythm Sequence Artistic intention Mood Music Adapt control

Music– Spring 1

Happy: How music can explain how we feel.	Year: 6	Spring

Foundations of previous learning: Children have been learning the ukulele and can play a range of chord on the instruments. Children have been performing songs, singing and playing at the same time. Children have been composing their own raps (lyrics and backing tracks on Garageband) and have recorded these. Children have a very good understanding of how the interrelated dimensions of music all work together. Children will have studied Motown music in Year 5 which this song is built upon.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	**Performing (singing/playing):** To find and internalise the pulse and rhythm by themselves and with confidence. To perform in an ensemble or even begin to take solo part. **Improvising and composing:** To compose and improvise by using one to five note melodies and through simple rhythms based around crochets, minims, semibreves, and quavers and dotted minims. To read crochets, minims, semibreves, quavers and dotted minims on a treble clef staff. **Listening, developing knowledge and understanding:** To be able to listen to other people's performances and explain what stylistic features they have used successfully to match the style and artist they are learning.	To understand and use music language to confidently describe pieces of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture). To know the style indicators of Pop music.	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Rhythm Section Brass Section Riff Clapping riffs Stucture Solo Lead Vocalist Melody Backing Vocals Hook Call and Response Pop music Emotions Introduction
	Assessment of Skills	**Assessment of Knowledge**	
	I can find, internalise the pulse and rhythm by myself. I can perform in an ensemble of even begin to take a solo part. I can compose and improvise by using five note melodies and through simple rhythms based around various note values. I can read music notation a treble clef. I am able to listen to other people's performances and explain what stylistic feature they have used.	I know how to use the language of the interrelated dimensions of music. I know the style indicators of Pop music.	

Religious Education – Spring 1

Topic: Christianity: Beliefs and Meaning	Year: 6	Term: Spring 1

Foundations of previous learning:

To know the key principles of Christianity as a religion.
To understand that Christians believe Jesus to be God in human form (incarnation).
To know some of the miracles which Christians believe Jesus performed.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Is anything ever eternal? • To evaluate different beliefs about eternity and understand the Christian perspective on this.	**Thinking about religion and belief** Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. **Enquiring, investigating and interpreting** Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression **Beliefs and teachings (what people believe)** Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. **Practices and lifestyle (what people do)** Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. **Identity and experience (making sense of who we are)** Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. **Meaning and purpose (making sense of life)** Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	To understand the meaning of the word eternal. To understand what a wedding ring symbolises. To understand the link between eternal and unconditional. To know the different ways Jesus portrayed love within the bible. To know what the word 'agape' means. To understand that resurrection allows Christians to believe in eternal life. To know they key teachings from the bible which suggest forgiveness can act as a path to heaven.	Agape Ten Commandments Eternal Ever lasting Forever Bible Forgive Unconditional Resurrection Life after death
	Assessment of Skills	**Assessment of Knowledge**	
	I can express the feelings I have when I think about situations or feelings that I would like to last forever. I can reflect on my own beliefs about whether anything is eternal.	I can make links between different Christian beliefs and their views on whether anything is every eternal.	

Computing – Spring 1

My Logo Web and Function Machine	Topic: Programming	Year: 6	Term: Spring 1

Foundations of previous learning:

Children from Year 5 are be able to…

- decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.
- refine a procedure using repeat commands to improve a program.
- use a variable to increase Coding possibilities.
- change an input to a program to achieve a different output.
- use 'if' and 'then' commands to select an action.
- talk about how a computer model can provide information about a physical system.
- use logical reasoning to detect and debug mistakes in a program. logical thinking, imagination and creativity to extend a program.

Unit Learning

NC Objective - Coverage

To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

To use sequence, selection, and repetition in programs; work with variables and various forms of input and output

To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Skills

Computer Science:
Use variables in more complex ways to manipulate inputs to create useful outputs.
To program own game, choosing objects and events, using formula in your code.
Understand how computers use property values and parameters to store information about objects.
Can write a code that detects the distance and angle of a drag and uses these values to set the parameters for how an object moves.

Knowledge

To deconstruct a problem into smaller steps and can see how these are similar to solutions I have used before.
To be able to explain and program each of the steps in my algorithm.
To design an efficient program through the use of repeat procedures.
To use different inputs to control an onscreen action and predict what will happen.
To use a variable to achieve a required output including stopping a program.
To be able to recognise errors in a program and link errors to a problem in the algorithm on which it is based.

Assessment of Skills/Assessment of Knowledge

Can you use repeat commands to create regular polygons?
Can you break down a problem into smaller steps and program each step?
Can you use a variable to change the size of a shape?
Can you experiment to see what happens when you try out different sets of numbers, and comment on the observations?
Can you make a function machine for a simple calculation?
Can you recognise errors in a program?

Vocabulary

Abstraction
Algorithm
Broadcast
Collaboration
Computational thinking
Control
Debug
Decomposition
Design
Effect
Event
Forever
Imagine
Implement
Input
Make mistakes
Pattern
Output
Persevere
Repeat
Rotation
Selection (If Then)
Sequence
Sprite
Variable
X position / Y position

PSHE – Spring 1

Dreams and Goals	Jigsaw	Year: 6	Term: Spring 1

Foundations of previous learning:

Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest
Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group
Y3 – I can evaluate my own learning process and identify how it can be better next time, I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest
Y4 - I know how to make a new plan and set new goals even if I have been disappointed, I know what it means to be resilient and to have a positive attitude
Y5 - I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own

Unit Learning

Themes (Puzzle pieces)	Outcomes	Vocabulary
Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I understand why it is important to stretch the boundaries of my current learning I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can set success criteria so that I will know whether I have reached my goal I can identify problems in the world that concern me and talk to other people about them I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can work with other people to help make the world a better place I can empathise with people who are suffering or who are living in difficult situations I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this I know what some people in my class like or admire about me and can accept their praise I can give praise and compliments to other people when I recognise their contributions and achievements	Strengths Challenges Realistic Goals Boundaries Motivate Success Problems Emotions Suffering Difficult
	Assessment	
	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	

MFL – Spring 1

Homes, adjectives, furniture	Lessons 8-14	Year: 6	Term: Spring 1

Foundations of previous learning:

Y3: numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play, Be able to ask for and state age and know colours in French, names of fruit and food items, days of the week and months of the year.
Y4: Parts of the body, adjectives, how to ask for French translation, zoo animals, some letters of the alphabet, quantifiers, Members of the family, possessive adjectives, ask and answer questions about family members, vocabulary for story and pets, Dictionary skills, playground song and activity, hobbies, opinions, numbers 12-31, two weather expressions, quantifiers and clothes items for packing a suitcase
Y5: Buildings on the high street, directions, how to ask where places are, pause words and times of the day, Future tense, Numbers 31-50, Comparisons, Food and Breakfast items, Ingredients for a French desert, Weather, Seasons and Saying where you live
Y6 Spring term: Classroom routines, Describing the weather, Following instructions, Justifying opinions, Occupations and Playing games

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions Speak in sentences, using familiar vocabulary, phrases and basic language structures Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language	Match sound to individual word in a list of nouns Be aware of cultural differences in housing Re-use known language in a new context. Recognise and practise the French vowel sounds. Produce own piece of writing, adapting a model. Memorise and perform a verse Sort word cards into nouns, adjectives, verbs and adverbs Read phrase with appropriate intonation and expression. Make predictions about meanings based on existing knowledge Present oral work audibly and clearly, with good pronunciation and use of expression.	Homes Adjectives furniture	Il y a J'habite dans J'habite a Voici Une maison Un appartement Petit Grand Superbe Magnifique Immense De luxe En haut En bas Une fenetre Une piscine Sur Sous Repete S'il te plait Repetez S'il vous plait Qu'est-ce que c'est en francais? On va aller Partir
	Assessment of Skills	**Assessment of Knowledge**	
	Present oral work audibly and clearly, with good pronunciation and use of expression. Sort word cards into nouns, adjectives, verbs and adverbs	Can you describe this house? What is this piece of furniture called?	

Science – Spring 2

Living things and their habitats	Term: 4	Year: 6

Foundations of previous learning:

Year 2

Explore and compare the differences between things that are living, dead, and things that have never been alive.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
Identify and name a variety of plants and animals in their habitats, including microhabitats.
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Year 4

Recognise that living things can be grouped in a variety of ways.
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
Recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
Describe the life process of reproduction in some plants and animals (sexual/asexual).

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	Show secure K&U of science Use complex science words correctly Draw diagrams to describe/explain Construct spider & number keys Group & sub-group by fine observations	To know how animals & plants are classified. To know what types of living things there are in different habitats. To make a key to classify. To know where we can find microbes.	Classification Binomial kingdom (phylum, class, order, family, genus, species) vertebrate invertebrate microorganisms bacteria fungi virus classification characteristics spider/number key diversity variation
	Assessment of Skills	**Assessment of Knowledge**	
	Explaining science Classification (See Phil Watkins Assessment boards)	How are animals & plants classified? What types of living things are there in …? Can you make a key to classify? Where can we find microbes?	

Design Technology – Spring 2

Electrical systems	Topic: Tomorrow's World	Term: Spring 2	Year: 6

Foundations of previous learning:
Children will have made labelled drawings from differing views showing specific features. Children will have made moving toys with cams. Children will have selected appropriate materials, tools and techniques, cut and join with accuracy to ensure a good quality finish to the produce. Children will have measured and marked out their toy design accurately.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
When designing and making, pupils should be taught to: Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge Understand and use electrical systems in their products	**Plan and communicate ideas** Communicate their ideas though detailed labelled drawings, annotated sketches, exploded diagrams, **Make (technical knowledge)** Select appropriate tools, materials, components and techniques. Make modifications as they go along. Achieve a quality product Assemble components to make working models **Evaluate** Evaluate against their original criteria and suggest ways that their product could be improved.	I can design a burglar alarm within a model. I can create a diagram with labels. I can annotate my sketches and exploded diagrams to further explain my ideas. I can follow my diagram in order to create quality product. I know how to incorporate a working circuit into my design.	Diagram Sketch Annotation Exploding diagram Purpose Product Modification Tools Material Electrical Circuit Switch Buzzer alarm Motor Cells Wires Structure
	Assessment of Skills	**Assessment of Knowledge**	
	Communicate their ideas through detailed labelled drawings, annotated sketches and exploded diagrams. Achieve a quality product	Does your burglar alarm work effectively? What does this diagram show? How do you draw an exploded diagram? Show me how your diagram led to your product. How does the circuit operate within your product?	

Physical Education – Spring 2

Volleyball	Term: Spring 2	Year: 6

Foundations of previous learning:

Year 5:
Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game.
Direct the ball reasonably well towards their opponent's courts or target area.
Show good back swing, follow through and feet positioning.
Hit the ball with purpose; vary the speed, height and direction.
Explain what they are trying to do and why it is a good idea.
Spot the spaces in their opponent's court and try to hit the ball towards them.
Position themselves well on the court.
Carry out warm up activities carefully and thoroughly.
Give good explanations of how a warm up activity affects the body.
know why warming up is important to help them.
Know the types of exercise they should concentrate on, e.g. speed and flexibility.
Know what they are successful at and what they need to practice more.
Try things out and ask for help to perform better.
Work well with others, adapt in their play to suit their own and others strengths.
Assessment: Play shots on both sides of the body, above the head and using backhand strokes towards a target area in net and wall games.

Unit Learning

NC Objective - Coverage	Skills and Knowledge	Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Use a range of shots and strokes to hit a ball, including on the volley, varying the pace of the shot whilst ensuring accuracy. **Assessment** Vary the speed, height and direction of a returned ball, hitting it into open space to make it difficult for an opponent in net and wall games.	Ball Volley Hit Shot Stroke Opponent Strike

Religious Education – Spring 2

Topic: Christianity: Easter	Year: 6	Term: Spring 2

Foundations of previous learning:

To understand Christians believe Jesus to be God in human form.
To know the importance of Jesus' crucifixion and resurrection within the Easter story.
To be aware of some key stories from the bible teaching forgiveness.
To know what Holy week is and to explain whether they believe God intended Jesus to be crucified or whether it was a result of his actions.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Is Christianity still a strong religion 2000 years after Jesus was on earth? • To examine the influences Christianity still has in the world • To evaluate whether it is still a strong religion.	**Thinking about religion and belief** Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. **Enquiring, investigating and interpreting** Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret the significance and impact of different forms of religious and spiritual expression **Practices and lifestyle (what people do)** Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. **Expression and language (how people express themselves)** Compare the different ways in which people of faith communities express their faith. **Identity and experience (making sense of who we are)** Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. **Meaning and purpose (making sense of life)** Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. **Values and commitments (making sense of right and wrong)** Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply	To understand that Jesus is a highly influential figure within Christianity. To identify a range of different festivals which we celebrate. To understand that many non-Christians can also celebrate key Christian festivals. To know that Christianity as a religion influences peoples actions daily, such as charity work. To understand that some Christians are often mis-treated because of their religion. To understand that Christianity influences los of systems within society. To know that Christian buildings are still dominant within society.	Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD Ten commandments Cross Body and blood Society Influence Worship
	Assessment of Skills I can explain how the influence people have had on me has affected what I see as important. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	**Assessment of Knowledge** I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.	

Computing – Spring 2

Move My Information	Topic: Technology in Our Lives	Year: 6	Term: Spring 2

Foundations of previous learning:

Children from Year 5 are be able to…

- describe different parts of the Internet.
- use different online communication tools for different purposes.
- use a search engine to find appropriate information and check its reliability.
- recognise and evaluate different types of information I find on the World Wide Web.
- describe the different parts of a webpage.
- find out who the information on a webpage belongs to.
- know which resources on the Internet I can download and use.
- describe the ways in which websites advertise their products to me.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To 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 To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Digital Literacy: Use technology safely, responsibly and educate others about it. Recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Appreciate how results are selected and ranked and be discerning in evaluating digital content.	To be able to explain the different Internet services you need to use for different purposes. To describe how information is transported on the Internet.	Blog Citation Client Copyright Digital content Digital advertising Domain Filter Hyperlink Internet Service Provider LAN Local Area Network	Packets Protocol Router QR Code Reliability Search engine Search result Search query Vlog Webpage Website WAN Wider Area Network
	Assessment of Skills/Assessment of Knowledge			
	Can you recognise the different services that are part of the internet tell you some examples of what they are used for? Can you name parts of the Internet, and different spaces and what their jobs are? Can you identify and understand ways in which the Internet can fail? Can you count the number of routers in a sequence to reach a website?			

PSHE – Spring 2

Healthy Me	Jigsaw	Year: 6	Term: Spring 2

Foundations of previous learning:

Y1 - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy, I can recognise how being healthy helps me to feel happy
Y2 - I can make some healthy snacks and explain why they are good for my body, I can express how it feels to share healthy food with my friends
Y3 – I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, I can express how being anxious or scared feels
Y4 - I can recognise when people are putting me under pressure and can explain ways to resist this when I want to, I can identify feelings of anxiety and fear associated with peer pressure
Y5 - I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures, I respect and value my body

Unit Learning

Themes (Puzzle pieces)	Outcomes	Vocabulary
Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress	I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood I am motivated to give my body the best combination of food for my physical and emotional health I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I am motivated to find ways to be happy and cope with life's situations without using drugs I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse I can use different strategies to manage stress and pressure	Impact Food Body Energy Comfort Mood Motivated Combination Physical Emotional Health Drugs Liver Heart Alcohol Anti-social Misuse Emergency first aid Recovery position Strategies pressure
	Assessment	
	I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	