

AUTUMN TERM 2023-24 YEAR 6			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
The Tudors	Investigate and interpret evidence	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p>1) Who were the Tudors? When did they live and when did they come to power? Think about what else was going on in the world at the same time as the Tudors (e.g, the Aztecs) - create a timeline of historical events. Learn about the War of the Roses and the Battle at Bosworth battlefield.</p> <p>2) Who were the Tudor monarchs? Children to be given information about the Tudor monarchs and asked to complete some of their own research. Learn about the Tudor family tree.</p> <p>3) Henry VIII - Look at images and sources of evidence linked to Henry VIII. What can we deduce about this life? Learn about his wives and the reason why he married so many times.</p> <p>4) Henry VIII - What was life like under the rule of Henry VIII? Children will learn about how Henry VIII desire for a male heir, led to the reformation of the Catholic church. Think about the divisions this caused, not only in England but across the world, and the impact of this today.</p>
	Build an overview of world history	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. 	<p>5) Elizabeth I - Learn about the Elizabethan era and think about why she is considered one of the greatest monarchs of all time. Consider why it is significant that she died without an heir to the throne. Children to consider the following</p>

		<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>question: Who was the better monarch – Henry VIII or Elizabeth I?</p> <p>6) Tudor entertainment - Consider why entertainment became so popular during the Tudor times. Look at sources of evidence which tells us about entertainment during these times. Learn about the Globe theatre. Children to investigate the Globe theatre. Compare the Globe theatre then and now.</p>
	<p>Understand Chronology</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	
	<p>Communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity 	

		<ul style="list-style-type: none"> • change • century • decade • legacy. <p>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>• Use original ways to present information and ideas.</p>	
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Geography

World Tourism	<p>Investigate places</p>	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. <p>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>	<p><u>Year 6 – Autumn Term 2</u></p> <p>1) What does the word 'tourism' mean? Consider whether we have been tourists before? Share some places across the world that have a high amount of tourists. Consider why people visit these places.</p> <p>2) Why is tourism important to countries and communities? Discuss how the local/national economy grows due to tourism. Consider how the impact of COVID-19 has affected tourism nationally and internationally.</p> <p>3) Study a range of places across the UK that have a high amount of tourists. Pupils will then locate these place using a map of the UK.</p> <p>4) Using the places from last week. Ask the pupils to organise the places into a table considering the amount of tourists per year.</p> <p>5) Study a range of places across Europe. Pupils will have to identify these places using a map/atlas.</p>
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		<ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>6) Pupils to design their own tourist attraction in Grantham. They will need to consider the facilities that are required and how their attraction will appeal to people nationally. Why will people want to visit the attraction?</p>
	<p>Investigate patterns</p>	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	

	Communicate geographically	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
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Art & Design

Art in Architecture	Develop ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ol style="list-style-type: none"> 1. What does architecture mean? Think about the role of an architect. Look at a range of drawings. What techniques do architects use? Compare and contrast styles to different artists. 2. Introduce the architect, Zaha Hadid and share a range of buildings designs. Consider whether there are any similarities between the designs. 3. Look at a range of architectural drawings from some famous architects. Analyse the techniques that have been used. Pupils to practise developing these techniques. 4. Recap the learning so far. Introduce Sir Christopher Wren to the pupils. How are the designs different to
	Master Techniques	Painting <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. 	

		<ul style="list-style-type: none"> • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	<p>Zaha Hadid? Consider whether there are any similarities in his designs. Why do the pupils think that each architects' designs might be different from other architects?</p> <ol style="list-style-type: none"> 5. Pupils will consider the skills and techniques that they have learnt so far. They will be challenged to create a drawing of a small building that will be constructed on the South Site. 6. Pupils will analyse their drawings from last week and refine their ideas to create a final design for the building that will be constructed on the South Site.
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	<p>Take inspiration from the greats</p>	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	
<p>Design & Technology</p>			
	<p>Master practical skills</p>	<p>Food</p>	<p>1) Finger fluency</p>

		<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Textiles</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	<p>Assemble straws - Investigate how to extend straws and how to create corners using paper straws. Annotate diagrams to show which techniques are effective.</p> <p>2) Finger fluency. Investigate joints with paper straws to create a tetrahedron. Give children straws, glue, string to explore creating.</p> <p>3) Finger fluency. Look at a range of kites – think about which materials that the product is likely to be constructed from. If possible, look at a range of kites in class, if not, look at images. Discuss which shapes children can see, which do they believe is the best kite and why.</p> <p>4) Finger Fluency. Create design by developing a mood board. Explore what a mood board is by looking at examples. Children will explain the techniques they are planning on using and materials to include.</p> <p>5) Finger fluency. Create frame structure (Kite). Ensure necessary materials are available, including dowel, fabric, tissue paper, straws/string, etc</p> <p>6) Evaluate – what went well and what would they change if completing they were completing this again.</p>
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	<p>Design, make, evaluate and improve</p>	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	

	Take inspiration from design throughout history	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	
Science			
<p>Living things and their habitats (Autumn term 1)</p> <p>Electricity (Autumn term 2)</p>	Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. 	<p><u>Autumn 1 key focus</u> Using keys to classify plants and animals <i>How can we identify, group and classify plants, animals and microorganisms?</i></p> <p><u>Key Vocabulary</u> Plan, enquiry, recording, explanations, patterns, classification keys</p> <p><u>Autumn 2 key focus</u> Planning, carrying out and evaluating a fair test <i>How does the voltage in a circuit affect the brightness of a bulb and the loudness of a buzzer</i></p> <p><u>Key Vocabulary</u> Plan, measurement, enquiry, accuracy, repeat readings, data, recording, table, variables, fair test, predictions, conclusions, causal relationships, explanations, patterns</p>

		<ul style="list-style-type: none"> • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	
	Understand plants	<ul style="list-style-type: none"> • Relate knowledge of plants to studies of evolution and inheritance. • Relate knowledge of plants to studies of all living things. 	
	Understand animals and humans	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans. 	
	Investigate living things	<ul style="list-style-type: none"> • 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. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. 	<p>Autumn 1- Living things and their habitats (7 sessions)</p> <p>Step 1-Conditions for Life</p> <ul style="list-style-type: none"> • Explore conditions for life and differences between living and non-living things. • What is an organism? What do animals and plants need to survive? How can we group organisms based on their conditions for life? • Children group different things as living and non-living. Possible visit to south site. Children explain why they have grouped them in this way. <p>Key vocab-organism, excretion, reproduction, living, non-living</p> <p>Step 2-Group organisms</p> <ul style="list-style-type: none"> • Introduce enquiry question- <i>How can we identify, group and classify plants, animals and microorganisms?</i>

			<ul style="list-style-type: none"> • Groups animals and plants based on their characteristics. • Recap different organisms including flowering and non-flowering plants, vertebrates (mammals, birds, fish, amphibians, reptiles) and invertebrates. • Sort and group coins and sweets- focus on features. • Sort and group images of flowering and non-flowering plants, vertebrates and invertebrates in different ways- focus on characteristics and explanation. <p>Key vocab- Organism, Vertebrate, Invertebrate, Flowering plant, non-flowering plant</p> <p>Step 3-Classify animals</p> <ul style="list-style-type: none"> • Look at classification systems and discuss reasons for grouping of animals. • Revisit classification keys (introduced in Y4). • Use a range of buttons and children classify using 'yes/ no' questions given. • Use classification keys to classify animals according to their features- create own 'yes/ no' questions. • Why are classification keys important? What questions can we use to create these? What are open/ closed questions? <p>Key vocab- Classification, classification key, molluscs, arachnids,</p> <p>Step 4-Classify plants</p> <ul style="list-style-type: none"> • Recap classification keys and what makes a good question/ what features to focus on. • Use images of plants- create questions to help separate and classify them. • Use real plants- children closely observe and classify these. Compare with other groups. • What are the different ways that scientists classify plants? What questions can be used to create classification keys for plants? <p>Key vocab- Flowering plant, non-flowering plant, deciduous trees, evergreen trees, coniferous trees</p> <p>Step 5-Microorganisms</p>
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			<ul style="list-style-type: none"> • What is a microorganism? Describe bacteria, viruses and fungi. • Use yeast to demonstrate microorganisms as living things. • Where can bacteria be found and what can they do? What diseases can viruses cause? How are some bacteria helpful to humans? <p>Key vocab-Organism, microorganism, bacteria, viruses, fungi</p> <p>Step 6-Classify microorganisms</p> <ul style="list-style-type: none"> • Play 'Which microorganism am I and can you classify me?' • Sentence stem activity- <i>bacteria are similar to viruses because...</i>, <i>bacteria are similar to viruses but...</i>, <i>bacteria are similar to viruses so...</i> • How can microorganisms be classified? What questions can we use to classify them? How are bacteria, viruses and fungi similar/ different? <p>Key vocab-Classification, Classification key, Microorganisms, bacteria, viruses, fungi</p> <p>Step 7-Carl Linnaeus</p> <ul style="list-style-type: none"> • Introduce Carl Linnaeus and his work. • Children use information given to create a timeline of his life. • Use question types to write a paragraph summing up his work and its impact on how organisms are classified today- statement, question, command, exclamation. • Who was Carl Linnaeus? Why did he create the classification system? How did he classify animals? What challenges did he face? Why do you think he didn't classify microorganisms? How have advances in Science allowed us to do this? <p>Key vocab-Carl Linnaeus, Classification, Characteristics, Vertebrate, Invertebrate</p>
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	<p>Understand evolution and inheritance</p>	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
	<p>Investigate materials</p>	<ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with 	

		burning, oxidation and the action of acid on bicarbonate of soda.	
	Understand the Earth's movement in space	<ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	
	Understand electrical circuits	<ul style="list-style-type: none"> • 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. 	<p>Autumn 2- Electricity (6 sessions)</p> <p>Also see objectives in 'Working Scientifically'.</p> <p>1- Electrical safety -create a poster</p> <p>2- Creating circuits - name equipment - experiment with equipment to create a circuit - create circuits on cards first predicting whether or not they will work - explain how to create a working circuit</p> <p>3- B- label and learn the recognised symbols for representing components in a circuit diagram. A- Make circuits then represent them in circuit diagrams and apply component symbols appropriately. D- How do the images of recognised symbols relate to their function?</p> <p>4- B- Observe and describe the effect of changing the number and voltage of cells used in a series circuit. A- Experiment with, explain and demonstrate the pattern between the voltage of cells and the brightness of a bulb (emphasising continuous variables noted by the use of comparative degrees ending in er).</p>

			<p>D- Suggest why a bulb or buzzer may stop working when the voltage is increased.</p> <p>5- B- Observe and describe the effect of placing extra bulbs (or buzzers) into a circuit and how this can be overcome by increasing the number and voltage of cells.</p> <p>A- Predict the outcome of placing various components into an electrical circuit and explain why this happens. Explain the patterns (emphasising continuous variables noted by the use of comparative degrees ending in er).</p> <p>D- Investigate the concept of resistance and prove or disprove that components, including wire, provide are resistors. Is it possible (suggest, prove) to make your own resistor?</p> <p><u>Key Vocabulary</u> Electricity, circuit, wire, component, current, flow, positive, negative, cell, bulb, motor, buzzer, switch, simple circuit, series circuit, parallel circuit, complete, resistance, circuit symbols, function, conductor, voltage</p>
	<p>Understand movement, forces and magnets.</p>	<p>Magnets</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 	

		<ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> • <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
	<p>Understand light and seeing</p>	<ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. (1) • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. (1, 2 & 3) • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. (4 & 5) • 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.(1, 2 & 6) 	<p><u>Y6 Autumn term 2</u></p> <p>1 - Investigate how light travels using torches. B-Model and draw and label scientific diagrams to show the direction of light travel and how we see. A- Experiment with ways that demonstrate how light travels. D- Investigate whether light can ever 'bend' around corners and present information on this. Does blocking light prove that it travels? (reason, investigate)</p> <p>2 & 3- Investigate reflection using mirrors. B- Observe and describe how light diverges from a source. A- Predict where light will appear after hitting a reflective surface. Experiment with making or using a periscope to demonstrate how objects may be seen. Explain what is happening to the light. D- True or false: light is invisible?</p> <p>4 & 5- Shadow dance - Plan and carry out shadow investigation. Using knowledge from investigation explain how the shadow dancers vary size. B- Draw and label diagrams that show how shadows are formed and that the size of the shadow may be predicted when the position of the source of light changes. Describe</p>

			<p>how divergent light from a source affects the size of shadows.</p> <p>A- Explain why shadows are 'longer' in the winter and 'shorter' in the summer. Explain why a shadow of an object may not appear to be the same shape as the object.</p> <p>Is it possible (reason) that a shadow can be formed that is smaller than the object that created it?</p> <p>6- Investigate refraction and explain using knowledge of how light travels.</p> <p>B- Draw and label diagrams to explain how we see.</p> <p>D- Investigate and present information on how objects, such as a stick, appear to bend when placed in water.</p> <p><u>Key vocabulary</u> Light, see, travels, straight, block, diverge, eye, reflect, medium, periscope, shadow, shape, refraction, diffraction</p>
	Investigate sound and hearing	<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases 	
Computing			
<p>Internet communication</p> <p>3D modelling</p>	Code	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Combine the use of pens with movement to create interesting effects. 	<p>Autumn term 1: Internet communication</p> <p>Searching the web:</p> <ul style="list-style-type: none"> - Complete a web search; - Compare results. <p>Selecting search results:</p> <ul style="list-style-type: none"> - Explain why we need tools to find things online; - Relate a search term to the search engine's index.

		<ul style="list-style-type: none"> • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. <ul style="list-style-type: none"> • Use the Boolean operators <p>() < ()</p> <p>() = ()</p> <p>() > ()</p> <p>()and()</p> <p>()or()</p> <p>Not()</p> <p>to define conditions.</p> <ul style="list-style-type: none"> • Use the Reporter operators <p>() + ()</p> <p>() - ()</p> <p>() * ()</p> <p>() / ()</p>	<p>How search results are ranked:</p> <ul style="list-style-type: none"> - Explain that search results are ordered; - Explain that a search engine follows rules to rank relevant pages. <p>How are searches influenced?</p> <ul style="list-style-type: none"> - Describe some of the ways the search results can be influenced; - Recognise some of the limitations of search engines; - Explain how search engines make money. <p>How we communicate:</p> <ul style="list-style-type: none"> - Explain different ways in which people communicate; - Identify that there are a variety of ways of communicating over the internet. <p>Communicating responsibly:</p> <ul style="list-style-type: none"> - Compare different methods of communicating on the internet; - Decide when I should and should not share. <p>Autumn term 2 – 3D modelling</p> <p>What is 3D modelling?</p> <ul style="list-style-type: none"> - Discuss the similarities and differences between 2D and 3D shapes; - Explain why we might represent 3D objects on a computer; - Select, move, and delete a digital 3D shape. <p>Making changes:</p> <ul style="list-style-type: none"> - Identify how graphical objects can be modified; - Resize a 3D model;
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		<p>to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>	<ul style="list-style-type: none"> - Change the colour of a 3D model. <p>Rotation and position:</p> <ul style="list-style-type: none"> - Rotate and position 3D models; - Select and duplicate 3D models. <p>Making holes:</p> <ul style="list-style-type: none"> - Identify 3D shapes needed to create a model of a real-world object; - Create digital 3D objects of an appropriate size; - Group a digital 3D shape and a placeholder to create a hole in an object. <p>Plan own 3D model:</p> <ul style="list-style-type: none"> - Plan 3D model and choose which objects needed to construct objects; - Modify multiple 3D objects.
	<p>Connect</p>	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	<p>Develop and improve 3D models:</p> <ul style="list-style-type: none"> - Decide how a model can be improved; - Modify a model to improve it; - Evaluate.

	Communicate	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. 	
	Collect	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	
Music			
<p>Y6</p> <p>Unit 1: How Does Music Bring Us Together?</p> <p>Unit 2: How Does Music Connect Us With Our Past?</p> <p><u>Understanding Music Vocabulary</u></p> <p>Unit 1</p> <p>Tempo: 66bpm</p> <p>Time Signature: 3/4</p> <p>Key Signature: A minor</p> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers.</p> <p>Melodic patterns: A B C D E F G</p>	Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>UNIT 1</p> <p>Listening and responding to:</p> <p>1 Do What You Want To by Joanna Mangona and Chris Taylor (Motown)</p> <p>2 Something Helpful by Anna Meredith (electronic)</p> <p>3 It's All About Love by Joanna Mangona and Chris Taylor (pop)</p> <p>4 Fanfare For The Common Man by Aaron Copeland (20th and 21st century orchestral)</p> <p>5 Sunshine On A Rainy Day by Joanna Mangona and Chris Taylor (soul)</p> <p>Performing:</p> <p>Glockenspiel/ voice</p> <p>1 Do What You Want To</p> <p>2 B It's All About Love</p> <p>3 Sunshine On A Rainy Day</p> <p>Composing N/A</p> <p>Improvising with CDE/ CDEFG</p> <p>UNIT 2</p> <p>Listening and responding to:</p> <p>1 My Best Friend by Joanna Mangona and Chris Taylor (soul)</p>
	Compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. 	

<p>Tempo: 66bpm Time Signature: 3/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: A B C D E F G</p>		<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<p>2 Why? By Supaman (Hip-Hop) 3 Singing Swinging Star by Joanna Mangona and Chris Taylor (swing) 4 The Rite of Spring by Igor Stravinsky (20th and 21st Century) 3 Roll Alabama by unknown (rock) Performing: Glockenspiel/ voice 1 My Best Friend 2 Singing Swinging Star 3 Roll Alabama Composing with CDE/ CDEFG/ CDEFGAB Improvising with CDE/ CDEFG/ CDEFGAB</p>
	<p>Transcribe</p>	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	
	<p>Describe music</p>	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre 	

		<ul style="list-style-type: none"> • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	
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P.E

Swimming Netball Cricket Basketball	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Dance <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. 	<u>Swimming</u> Aim is to get all children leaving KS2 being able to swim 25 metres. <u>Netball</u> Inspire + coach will be leading these sessions.
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- Perform expressively and hold a precise and strong body posture.

- Perform and create complex sequences.

- Express an idea in original and imaginative ways.

- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Games

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

- Work alone, or with team mates in order to gain points or possession.

- Strike a bowled or volleyed ball with accuracy.

- Use forehand and backhand when playing racket games.

- Field, defend and attack tactically by anticipating the direction of play.

- Choose the most appropriate tactics for a game.

Cricket

Inspire+ coach will be leading these sessions.

Basketball

1. Dribble with control.
2. Move into and create space.
3. Choose when to pass and when to dribble.
4. To use the appropriate defence technique
5. To develop shooting technique.
6. To apply principles and rule to a game.

		<ul style="list-style-type: none"> Uphold the spirit of fair play and respect in all competitive situations. 	
R.E			
Life journey and rites of passage - Islam and Hinduism	Understand beliefs and teachings	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p><u>Autumn Term 1:</u></p> <ol style="list-style-type: none"> What do we already know about Islam? Pupils to recap their learning from previous year groups. Pupils will create a mini-quiz about Islam and challenge each other to solve them. Learn about the importance of names in Islam. Pupils to learn about how names have meanings in Islam and that parents will choose a name very carefully. Pupils will then learn about some names throughout the lesson. Understand how Muslims welcome a child into their religion. Discuss the different birth rites and try to make comparisons with other world religions. Learn about the role of madrasahs in Islam. Learn about Hindu rites of passage and begin to make comparisons with Islam.
	Understand practices and lifestyles	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>	
	Understand how beliefs are conveyed	<p>Explain some of the different ways that individuals show their beliefs.</p>	
RSE & PSED			
	Attraction to others; romantic relationships; civil partnership and marriage	<p>what it means to be attracted to someone and different kinds of loving relationships</p> <ul style="list-style-type: none"> that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish 	<p><u>Autumn 1</u> <u>Being Me in My World</u></p> <ol style="list-style-type: none"> My year ahead Being a global citizen 1 Being a global citizen 2 The learning charter Our learning charter Owning our learning charter

		<ul style="list-style-type: none"> • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	<p>Autumn 2 Celebrating difference</p> <ol style="list-style-type: none"> 1. Am I normal? 2. Understanding difference. 3. Power struggles 4. Why bully? 5. Celebrating difference. 6. Celebrating difference.
Safe relationships	Recognising and managing pressure; consent in different situations	<p>to compare the features of a healthy and unhealthy friendship</p> <ul style="list-style-type: none"> • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online- through computing • what consent means and how to seek and give/not give permission in different situations 	
Respecting ourselves and others	Expressing opinions and respecting other points of view, including discussing topical issues	<p>about the link between values and behaviour and how to be a positive role model</p> <ul style="list-style-type: none"> • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or Disagreements- through computing 	