

SPRING TERM 2025-26 YEAR 6			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
World War Two	<b>Investigate and interpret evidence</b>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p>Why did WW2 begin? Look at the origins of WW2, including the <b>Treaty of Versailles, reparations</b> and the giving of colonies. Learn about the rise of Adolf Hitler.</p> <p>Learn about <b>Adolf Hitler and Winston Churchill</b>. Organise information and make comparisons between the two leaders. Learn about the <b>Allies</b> and <b>Axis</b> and who these were for the two sides.</p> <p><b>Propaganda</b> - learn about how propaganda was used during WW2 in Britain and in Germany. Mainly focus on German propaganda.</p> <p>How did life in Germany change under the <b>Nazi regime</b>? Use the text 'Rose Blanche' to learn about life for German people. How did it compare to life in Britain? Think about how life changed for certain social and religious groups, such as Jewish people. Talk about <b>Kristallnacht and the treatment of Jews</b>.</p>
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	<p>What was the <b>Holocaust</b>? Learn about concentration camps, the impact this had on life for Jewish people and use sources of evidence to stimulate discussions around this topic.</p> <p>What impact did WW2 have on Britain? Talk about how <b>rationing</b> didn't end until 1954 in Britain, how major towns and cities had to be rebuilt and the <b>beginnings of the NHS</b>.</p>

		<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>- Individual liberty</li> <li>- The rule of law</li> <li>- Democracy</li> <li>- Tolerance of Those of Different Faiths</li> </ul>
	<p><b>Understand Chronology</b></p>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	
	<p><b>Communicate historically</b></p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
Geography			
North America	<b>Investigate places</b>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<b>North America (pg 161-171)</b> (including population, mountains) <ol style="list-style-type: none"> <li>1) What is the difference between a continent and a country? Where in the world is North America? Focus on the countries in North America. Children to complete a task using clues, compass points and a map to identify countries.</li> <li>2) Learn about the terms <b>longitude</b> and <b>latitude</b>. Discuss what this means and introduce other terminology such as <b>equator, Northern hemisphere, Southern hemisphere, Eastern hemisphere, Western hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle</b>. Identify what these terms mean. Focus on North America, using a map, what do children know? E.g, NA is in the Northern hemisphere and mostly within the Western hemisphere. Compare physical diversity of locations at high and low latitudes.</li> <li>3) Recap on the terms <b>climate zone</b> and <b>biome</b> from prior learning. Discuss how every climate zone and biome can be found in North America. Relate these to <b>agriculture</b>. Create a map of food items that are produced in different climates, with an explanation as to why they thrive there.</li> <li>4) What does the term <b>population</b> mean? Discuss why the population of North America has changed since the 1500s. Introduce the term <b>colonised</b>. Look at a population map of North America. What can children establish about the population of different</li> </ol>

	<p><b>Investigate patterns</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<p>areas? Why might this be? Introduce the terms <b>densely populated</b> and <b>sparsely populated</b>.</p> <p>5) Recap on previous lesson, including key vocabulary related to <b>population</b>. Focus on key cities in North America. Ask children to order according to their population. Create a graph to show the 10 most populous cities in North America.</p> <p>6) What is a mountain? How are they formed? (Recap) How can we identify mountains on a <b>topographical map</b>? Learn about the main mountain ranges in North America – what do children notice? Children to show where key mountain ranges are on a map of North America. If time, complete a short piece of research about one of these areas.</p>
	<p><b>Communicate geographically</b></p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>• 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.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>Vocabulary: latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>

Surrealism	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p>1) What is <b>Surrealism</b>? Introduce topic and terms such as <b>subconscious and automatism</b>. Look at key artists involved in this movement. <b>Compare and contrast</b> the work of artists.</p> <p>2) Who was <b>Salvador Dali</b> and why is he important to the Surrealism movement? Look at his work and <b>techniques</b> used, children to discuss their thoughts. Create an image in the style of Dali.</p> <p>3) Focus on the sculptor <b>Alberto Giacometti</b>. Learn about his style and sculptures and find out why he is considered the most important surrealist sculptor.</p> <p>4) Continue focus on Alberto Giacometti. Children will use tin foil to create a sculpture in his style.</p> <p>5) Sculpture focus – learn about how to use clay. Create a clay sculpture in the style of Alberto Giacometti.</p> <p><b>British values:</b></p> <ul style="list-style-type: none"> <li>- Mutual Respect</li> <li>- Individual Liberty</li> </ul>
	<b>Master Techniques</b>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Drawing</p>	

		<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
	<p><b>Take inspiration from the greats</b></p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	
Design & Technology			
Cams	Master practical skills	<p>Food</p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> </ul>	<p>1) Finger fluency What is the purpose of the <b>cam</b>? Look at different cam shapes and think about when they would be used. Also consider the movements they create. Look at drawings and annotate. Key vocabulary: <b>linear reciprocating, dwell, eccentric circles.</b></p> <p>2) Finger fluency. Look at <b>automaton toys</b> and investigate how they move. Think about the materials that have been used (e.g frame structure, type of cam) and why.</p> <p>3) Finger fluency. <b>Design</b> an automaton toy and consider materials that will be needed to complete the task. Who is the product for?</p> <p>4) Finger Fluency. Create a <b>design diagram</b> – arrange diagram to include annotations. Organise the diagram so that it is clear and gives enough detail for someone else to follow.</p> <p>5) Finger fluency. Create an automaton toy.</p> <p>6) Evaluation of product.</p>

		<ul style="list-style-type: none"> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• 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).</li> </ul> <p>Electricals and electronics</p> <ul style="list-style-type: none"> <li>• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul> <p>Computing</p> <ul style="list-style-type: none"> <li>• Write code to control and monitor models or products.</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Convert rotary motion to linear using cams.</li> <li>• Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul>	
	<p><b>Design, make, evaluate and improve</b></p>	<ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>	

	<p><b>Take inspiration from design throughout history</b></p>	<ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	
Science			
<p>Spring 1- Light Spring 2- The Circulatory System</p>	<p><b>Work scientifically</b></p>	<ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>Term 3 - Light</b></p> <p><b>Lesson 1 – How we see (incl recap of prior learning)</b>          What is a light source?          What is a natural light source / artificial light source?          Identify artificial and natural light sources.          How can we see objects that are not sources of light?          Identify parts of the eye and their function.</p> <p><b>Lesson 2 – Light and straight lines</b>          Why do we need light to see objects?          How does light travel?          What does reflection mean?          Can light pass through objects like walls and doors?          How does light reach our eyes from a light source?          How can we still see objects in our room at night when it is dark?</p> <p><b>Lesson 3 – Shadow formation</b>          How does light travel?          What do transparent, translucent and opaque mean?          What is a shadow and what causes shadows?          Are there objects that don't create shadows? Why?          Can shadows have different colours?          How does the shape of an object affect the shape of its shadow?</p> <p><b>Lesson 4 – Plan shadow investigation</b>          Enquiry question – <i>How does the distance from a light source affect the size of the shadow?</i>          How will you set up your experiment?          What distances are you choosing to use in your experiment?          Identify the independent, dependent and controlled variables.          What equipment will you need?          How will you record your results?</p>

			<p><b>Lesson 5 (W.R. step 5 and 6) – investigate and evaluate – shadow experiment</b>  Carry out their fair test as planned in previous session.  What conclusions can you make from your data?  Was your prediction correct?  If you were to repeat the investigation, how could you improve it?</p> <p><b>Lesson 6 (W.R step 7)– Refraction</b>  What is refraction?  What happens to light when it travels from air to water?  Does light always travel in straight lines?  Why does a pencil look bent when you put it in a glass of water?  What causes the change in the direction of light during refraction?  Refraction in everyday life (examples).</p>
	<p><b>Understand plants</b></p>	<ul style="list-style-type: none"> <li>• <i>Relate knowledge of plants to studies of evolution and inheritance.</i></li> <li>• <i>Relate knowledge of plants to studies of all living things.</i></li> </ul>	
	<p><b>Understand animals and humans</b></p>	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• <b>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</b></li> <li>• <b>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</b></li> <li>• <b>Describe the ways in which nutrients and water are transported within animals, including humans.</b></li> </ul>	<p><b>Term 4 - The circulatory system</b>  <b>Lesson 1 – The circulatory system</b>  What is function of the circulatory system?  Identify the three main parts of the circulatory system.  What is the function of the heart and the blood vessels?  What is blood?  Identify the three main types of blood vessel and their function.</p> <p><b>Lesson 2 – Blood</b>  What is the role of blood within the circulatory system?  What do the cells in our body need to survive?  Identify the different parts of the blood and its role.  Where do we get oxygen and nutrients from?  Why do we need oxygen and nutrients?  Role of white blood cells.</p> <p><b>Lesson 3 – The heart</b>  What is the circulatory system and its function?  What role does the part play in this system?  Identify the four chambers of the heart and how the heart works, including why it needs to pump blood around the body.</p> <p><b>Lesson 4 – Blood flow in the heart</b></p>

			<p>Recap previous lessons key points.          What do the arteries and veins do?          How do the veins ensure that the blood only moves in one direction? Why is this important?</p> <p><b>Lesson 5 – Oxygenated and deoxygenated blood</b>          How are veins and arteries the same / different?          Why does blood flow through the heart?          What is oxygenated / deoxygenated blood?          Why does blood need oxygen?</p> <p><b>Lesson 6 – POP task</b></p>
	<b>Investigate living things</b>	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
	<b>Understand evolution and inheritance</b>	<ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	
	<b>Investigate materials</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</li> </ul>	
	<p><b>Understand the Earth's movement in space</b></p>	<ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	
	<p><b>Understand electrical circuits</b></p>	<ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of</li> </ul>	

		<p>bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	
	<p><b>Understand movement, forces and magnets.</b></p>	<p><b>Magnets</b></p> <ul style="list-style-type: none"> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i></li> <li>• <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i></li> <li>• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	

	<p><b>Understand light and seeing</b></p>	<ul style="list-style-type: none"> <li>• Understand that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 &amp; 6)</li> </ul>	<p><b>Light- Spring term 1</b>  <b>Step 1- How we see/ light and straight lines</b>  <b>Step 2- Shadow formation</b>  <b>Step 3 &amp; 4- Shadow experiment</b>  <b>Step 5- Refraction</b></p>
	<p><b>Investigate sound and hearing</b></p>	<ul style="list-style-type: none"> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	
<p>Computing</p>			
<p>Spring 1 – Programming – variables in games</p> <p>Spring 2 – Data and information – introduction to spreadsheets</p>	<p><b>Code</b></p>	<ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> <li>• Use IF THEN ELSE conditions to control events or objects.</li> </ul>	<p><b>Programming – variables in games – Spring term 1</b></p> <p>Lesson 1 – Introduction to <b>variables</b> - Learners are introduced to variables. They see examples of real-world variables (score and time in a football match)</p> <p>Lesson 2 – Variables in <b>programming</b> - Learners understand that variables are used in programs, and that they can only hold a single value at a time. They complete an unplugged task that demonstrates the process of changing variables. Then, learners explore why it is important to name variables and apply their learning in a Scratch project in which they make, name, and update variables.</p>

		<ul style="list-style-type: none"> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>• Use lists to create a set of variables.</li> </ul> <ul style="list-style-type: none"> <li>• Use the Boolean operators</li> </ul> <p>() &lt; ()</p> <p>() = ()</p> <p>() &gt; ()</p> <p>()and()</p> <p>()or()</p> <p>Not()</p> <p>to define conditions.</p> <ul style="list-style-type: none"> <li>• Use the Reporter operators</li> </ul> <p>() + ()</p> <p>() - ()</p> <p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p>	<p>Lesson 3 – <b>Improving a game</b> - Learners apply the concept of variables to enhance an existing game in Scratch. They predict the outcome of changing the same change score block in different parts of a program, then they test their predictions in Scratch. Learners also experiment with using different values in variables, and with using a variable elsewhere in a program. Finally, they add comments to their project to explain how they have met the objectives of the lesson.</p> <p>Lesson 4 – <b>Designing</b> a game - Learners work at the ‘design’ level of abstraction, where they create their artwork and <b>algorithms</b>. Learners first design the sprites and backgrounds for their project, then they design their algorithms to create their program flow.</p> <p>Lesson 5 – Design to <b>code</b> - Learners implement the algorithms that they created in Lesson 4. In doing this, they identify variables in an unfamiliar project and learn the importance of <b>naming variables</b>. They also have the opportunity to add another variable to enhance their project.</p> <p>Lesson 6 – Improving and sharing - Learners build on the project that they created in Lesson 5. They consider how they could improve their own projects and make small changes to achieve this. Learners then have the opportunity to add a variable independently. Finally, learners evaluate each other’s projects; they identify features that they liked and features that could be improved.</p> <p><b>Data and information – and introduction to Spreadsheets – Spring term 2</b></p> <p>Lesson 1 – Collecting data - Learners will collect and organise <b>data</b> in a <b>format</b> of their choice. They will then explore how data can be structured in a <b>table</b>. Finally, they will input data into a <b>spreadsheet</b>.</p>
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	<p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>	<p>Lesson 2 – Formatting a spreadsheet - Learners will develop their understanding of the structure of a <b>spreadsheet</b>. They will be introduced to <b>cell references</b>, data items and the concept of <b>formatting</b> cells. Learners will see data items formatted in different ways, they will then choose formats for <b>data</b> items before applying formats in their own spreadsheet.</p> <p>Lesson 3 – What's the formula? - Learners will begin to use formulas to produce calculated data. They will understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot). Learners will <b>create formulas</b> to use in a spreadsheet using <b>cell references</b> and identify that <b>changing inputs</b> will change the output of the calculation.</p> <p>Lesson 4 – Calculate and duplicate - Learners will <b>calculate data</b> using the operations of multiplication, subtraction, division, and addition. They will use these operations to create <b>formulas</b> in a spreadsheet. Learners will then begin to understand the importance of creating formulas that include a range of cells and the advantage of <b>duplicating</b> in order to apply formulas to multiple cells.</p> <p>Lesson 5 – Event planning - Learners will plan and calculate the cost of an event using a spreadsheet. They will use a predefined list to choose what they would like to include in their event, and use their spreadsheet to answer questions on the data they have selected. Learners will be reminded of the importance of <b>organising data</b> and will then create a spreadsheet using formulas to work out costs for their event.</p> <p>Lesson 6 – <b>Presenting data</b> – Learners will gain skills to create charts in Google Sheets. They will <b>evaluate</b> the results from their charts to answer questions. Finally, learners will show they understand that there are different <b>software tools</b> available within spreadsheet <b>applications</b> to <b>present data</b>.</p>
<b>Connect</b>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>	
<b>Communicate</b>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>	
<b>Collect</b>	<ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>	

<p>Y6</p> <p><b>Spring term 1 – Creative Composition</b></p> <p><b>Spring term 2 – Musical Styles Connect Us?</b></p>	<p><b>Perform</b></p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	<p><b>See separate planning documentation from Charanga.</b></p> <p><b><u>Creative Composition- Spring Term 1</u></b></p> <p><b>Social Question- How does music improve our world?</b></p> <p><b>Musical spotlight- Creative Composition- by using chords in compositions, we can create music that is more harmonically interesting.</b></p> <p><i>Revisit musical elements and theory aspects for each lesson. Children will use printed sheet music for each of the instrumental sections to build on last term’s learning.</i></p> <p><u>Step 1-</u></p> <p>Musicmanship- understanding music/ improvise together Listen and Respond- <i>Disco Fever by Joanna Mangona and Chris Taylor</i> Singing- <i>Disco Fever by Joanna Mangona and Chris Taylor</i> Playing- Play instrumental parts Performing- Theory – Staves and clefs</p> <p><u>Step 2-</u></p> <p>Musicmanship- understanding music/ improvise together Listen and Respond- <i>1812 Overture by Pyotr Ilyich Tchaikovsky</i> Singing- <i>Disco Fever by Joanna Mangona and Chris Taylor</i> Improvising and composing- Compose with the song Performing- Theory – Time signatures (overall)</p> <p><u>Step 3-</u></p> <p>Musicmanship- understanding music/ improvise together Listen and Respond- <i>La Bamba arranged by Chris Taylor</i> Singing- <i>La Bamba arranged by Chris Taylor</i> Playing- play instruments Performing- Theory – Time signatures (barlines)</p> <p><u>Step 4-</u></p> <p>Musicmanship- understanding music/ improvise together Listen and Respond- <i>Option 1 Hondo (War) by Matimba</i> <i>Option 2 Vakuru (Elders) by Matimba</i> Singing- <i>La Bamba arranged by Chris Taylor</i> Improvising and composing- Improvising with the song Performing- Theory – Duration – quavers and quaver rests</p> <p><u>Step 5-</u></p>
	<p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	
	<p><b>Transcribe</b></p> <ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>	<p>Musicmanship- understanding music/ improvise together  Listen and Respond- <i>Change</i> by Joanna Mangona and Chris Taylor  Singing- <i>Change</i> by Joanna Mangona and Chris Taylor  Playing- Play instrumental parts  Performing-  Theory – Duration – Crotchet and crotchet rest</p>
	<p><b>Describe music</b></p>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> </ul> </li> </ul>	<p><u>Step 6-</u>  Musicmanship- understanding music/ improvise together  Listen and Respond- <i>1812 Overture</i> by Pyotr Ilyich Tchiakovsky  Singing- Revisit a song of your choice from this unit  Playing- Play instrumental parts with your chosen song, if available  Improving and composing- Option to revisit Improve and Compose activities  Performing  Theory – Duration – Minim and minim rests</p> <p><b><u>Musical Styles Connect Us- Spring Term 2</u></b>  <b>Social Question- How does music teach us about our community?</b>  <b>Musical spotlight- Musical Styles Connect Us. Music is powerful and brings people from different backgrounds and parts of the world together.</b></p> <p><u>Step 1-</u>  Musicmanship- understanding music/ improvise together  Listen and Respond- <i>Let's Rock</i> by Joanna Mangona and Chris Taylor  Singing- <i>Let's Rock</i> by Joanna Mangona and Chris Taylor  Playing- Play instrumental parts  Performing  Theory – Duration – Semibreve and semibreve rest</p> <p><u>Step 2-</u>  Musicmanship- understanding music/ improvise together  Listen and Respond- <i>Mazurka In G Minor, Op. 24 No. 1</i> by Frédéric Chopin  Singing- <i>Let's Rock</i> by Joanna Mangona and Chris Taylor  Improving and composing- Improve with the song  Performing  Theory – Expression - dynamics</p>

		<ul style="list-style-type: none"> <li>• combination of musical elements</li> <li>• cultural context.</li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p><u>Step 3-</u>  Musicmanship- understanding music/ improvise together  Listen and Respond- <i>Simple Gifts</i> by Joseph Brackett, arranged by Chris Taylor  Singing- <i>Let's Rock</i> by Joanna Mangona and Chris Taylor  Playing- Play instrumental parts  Performing  Theory – Expression – p and f</p> <p><u>Step4-</u>  Musicmanship- understanding music/ improvise together  Listen and Respond- <i>Danny Boy</i> by Frederic Weatherly, arranged by Chris Taylor  Singing- <i>Let's Rock</i> by Joanna Mangona and Chris Taylor  Improving and composing- Option 1 Compose with the Song Option 2 Create a Graphic Score: My Community Option 3 Compose with a Theme: My Community Option 4  Music Notepad  Performing  Theory – musical concepts (pulse, rhythm, tempo)</p> <p><u>Step 5-</u>  Musicmanship- understanding music/ improvise together  Listen and Respond- <i>Friendship Should Never End</i> by Joanna Mangona and Chris Taylor  Singing- <i>Friendship Should Never End</i> by Joanna Mangona and Chris Taylor  Playing- Play instrumental parts  Performing  Theory – Musical concepts (pitch)</p> <p><u>Step 6-</u>  Musicmanship- understanding music/ improvise together  Listen and Respond- <i>Mazurka In G Minor, Op. 24 No. 1</i> by Frédéric Chopin  Singing- Revisit a song of your choice from this unit  Playing- Play instrumental parts with your chosen song, if available  Improving and composing- Option to revisit Improve and Compose activities  Performing  Theory – musical concepts (texture and chords)</p> <p><b>British Values:</b>  - Mutual Respect</p>
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P.E

Dance  
Volleyball  
Gymnastics  
Tri Golf

**Develop practical skills in order to participate, compete and lead a healthy lifestyle**

**Dance**

- Compose creative and imaginative dance sequences.
- 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.).

Dance – Get Set 4 PE

- 1) **Theme: Stamp, Clap:** To copy and repeat a set dance phrase showing confidence in movements.
- 2) **Theme: Bhangra:** To demonstrate a sense of rhythm and energy when performing Bhangra style motifs.
- 3) **Theme: Bhangra:** To perform a Bhangra dance, showing awareness of timing, formations and direction.
- 4) **Theme: 70s Dance:** To copy and repeat a phrase of movement in the 1970s disco theme.
- 5) **Theme: 70s Dance:** To devise a freeze frame montage in the 1970s theme.

Gymnastics – Get Set 4 PE:

- 1) To be able to develop the straddle, forward and backwards roll.
- 2) To develop counter balance and counter tension.
- 3) To be able to perform inverted movements with control.
- 4) To be able to perform the progressions of a headstand and a cartwheel.
- 5) To be able to use flight from hands to travel over apparatus.

		<ul style="list-style-type: none"> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> </ul>	
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R.E

	<b>Understand beliefs and teachings</b>	<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><b>British Values:</b></p> <ul style="list-style-type: none"> <li>- The Rule of Law</li> <li>- Tolerance of Those of Different Faiths</li> <li>- Democracy</li> </ul>
	<b>Understand practices and lifestyles</b>	<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>	

	<b>Understand how beliefs are conveyed</b>	Explain some of the different ways that individuals show their beliefs.	
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RSE & PSED

	<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>• 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);</li> <li>• 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;</li> <li>• I can identify problems in the world that concern me and talk to other people about them;</li> <li>• I can work with other people to help make the world a better place;</li> <li>• I can describe some ways in which I can work with other people to help make the world a better place;</li> <li>• I know what some people in my class like or admire about me and can accept their praise.</li> </ul>	<b>Dreams and Goals – Spring term 1</b> <ol style="list-style-type: none"> <li>1) Personal learning goals</li> <li>2) Steps to success</li> <li>3) My dreams for the world</li> <li>4) Helping to make a difference (1)</li> <li>5) Helping to make a difference (2)</li> <li>6) Recognising our achievements.</li> </ol>
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	<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>• I can take responsibility for my health and make choices that benefit my health and well-being;</li> <li>• I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>• I understand that some people can be exploited and made to do things that are against the law;</li> </ul>	<b>Healthy Me – Spring term 2</b> <ol style="list-style-type: none"> <li>1) Taking responsibility for my health and well-being</li> <li>2) Drugs</li> <li>3) Exploitation</li> <li>4) Gangs</li> <li>5) Emotional and Mental Health.</li> <li>6) Managing stress and pressure.</li> </ol>
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		<ul style="list-style-type: none"><li>• I know why some people join gangs and the risks this involves;</li><li>• I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness;</li><li>• I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</li></ul>	<p><b>British Values:</b></p> <ul style="list-style-type: none"><li>- Individual Liberty</li><li>- Mutual Respect</li></ul>