

Science

- Compare and give reasons for why components work and do not work in a circuit
- Draw circuit diagrams using correct symbols
- Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer
- Know how light travels
- Know and demonstrate how we see objects
- Know why shadows have the same shape as the object that casts them
- Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

PSHE

Knowledge

- Know their own learning strengths
- Know how to set realistic and challenging goals
- Know what the learning steps are they need to take to achieve their goal
- Know a variety of problems that the world is facing
- Know how to work with other people to make the world a better place
- Know some ways in which they could work with others to make the world a better place
- Know what their classmates like and admire about them

Social and Emotional Skills

- Understand why it is important to stretch the boundaries of their current learning
- Set success criteria so that they know when they have achieved their goal
- Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
- Empathise with people who are suffering or living in difficult situations
- Be able to give praise and compliments to other people when they recognise that person's achievements

Water Safety Curriculum

Can I become familiar with how to stay safe around the water including beaches, canals and rivers?

Two lessons

1: beach water safety and flags.

2: canals and rivers – activities resource 3- see teacher guidance.

Year 6 Curriculum Map – Spring 1

How can you light up your life?

Music

- Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
- Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.
- Sing with and without an accompaniment.
- Sing syncopated melodic patterns.
- Identify: • Stave • Treble clef • Time signature
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet
- Understand the value of choreographing any aspect of a performance.
- A student or a group of students rehearse and lead parts of the performance.

Computing

iNetwork unit – Digital Literacy

Lesson 1: iConnect • To understand that a computer network is a group of computers that are connected • To know that computer networks allow users to communicate and share

Lesson 2: iRoute • To understand that the internet is many networks that are connected to each other • To know that a router sends/receives information as packets of data

Lesson 3: iTrace • To know that computers connected to the Internet have their own address • To understand that services involving web pages on the internet are known as the World Wide Web and that websites can be traced to a particular webserver

Lesson 4: iSearch • To know that internet search engines maintain, and rank, a list (or index) of other websites available on the world wide web • To use clear search terms when conducting internet searches in order to find things out

Lesson 5: iCreate • To know that web pages are written in HTML • To recognise and use basic HTML syntax

PE

- make body curled, tense, stretched and relaxed
- control body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways
- throw underarm
- throw and kick in different ways
- perform own dance moves
- copy or make up a short dance
- move safely in a space
- I can understand the simple tactics of attacking and defending.
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

RE

- U2.7 What matters most to Christians and Humanist?
- Emerging: • Identify the values found in stories and texts (A2). • Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).
- Expected: • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
- Exceeding: • Examples of similarities and differences between Christian and Humanist values (B3). • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

DT

- use market research to inform plans and ideas.
- follow and refine original plans
- justify planning in a convincing way show that culture and society is considered in plans and designs
- know which tool to use for a specific practical task
- know how to use any tool correctly and safely
- know what each tool is used for explain why a specific tool is best for a specific action
- know how to test and evaluate designed products
- explain how products should be stored and give reasons evaluate product against clear criteria
- use electrical systems correctly and accurately to enhance a given product
- know which IT product would further enhance a specific product
- use knowledge to improve a made product by strengthening, stiffening or reinforcing

MFL

- Spring 1 – The Weekend Teaching Type: Progressive Unit Objective: To describe what activities I do at the weekend with a time and an opinion in French. By the end of this unit we will be able to:
- Tell the time in French using quarter past, half past and quarter to.
- Say and write in French what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended Speaking sentences.