

Term: Spring

Year Group: Year 6

<p>Topic Focus – Young Authors</p>	<p>Use search technologies effectively.</p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
	<p>Key Knowledge - Children to research some children’s picture books that they could recreate.</p>	<p>Key Knowledge - Children to pick out some main pages from the story that they can recreate.</p>	<p>Key Knowledge - Children to recreate some illustrations and add layers using brush strokes and textures.</p>	<p>Key Knowledge - Children will need to know how to add colour, change the font, size etc.</p>	<p>Key Knowledge - Children will need to know how to add colour, change the font, size etc.</p>	<p>Key Knowledge - The children will need to know how to copy and paste from brushes into book creator.</p>	<p>Key Knowledge - The children will know how to add audio to their eBooks.</p>
<p>Topic Vocabulary – (Revisited) QR code, scratch, coding, debug, monitor, alt, ctrl, animation, coding block, cursor, email, database, paste, text.</p> <p>(New) eBook, storyboard, sequencing, publish, audio, Popplet, storyboard,</p>							
<p>Design Technology</p> <p>Topic Focus –</p>	<p>NC Objective – To write a design brief and criteria based on a client request</p>	<p>NC Objective – I can program NESW on a cardinal compass</p>	<p>NC Objective - To develop a sustainable product concept</p>	<p>NC Objective - To develop 3D CAD skills to</p>	<p>NC Objective - To present a pitch to ‘sell’ the</p>	<p>Unit outcomes</p> <p>Pupils who are secure will be able to:</p>	

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<p>CAD Computer Aided Design – Navigation the world</p>				<p>produce a virtual model</p>	<p>product to a specified client</p>	<ul style="list-style-type: none"> ● Incorporate key information from a client’s design request such as ‘multifunctional’ and ‘compact’ in their design brief. ● Write a program that displays an arrow to indicate cardinal compass directions with an ‘On start’ loading screen. ● Identify errors (bugs) in the code and suggest ways to fix (debug) them. ● Self and peer evaluate a product concept against a list of design criteria with basic statements. ● Identify key industries that use 3D CAD modelling and why. ● Recall and describe the name and use of key tools used in Tinkercad (CAD) software. ● Combine more than one object to develop a finished 3D CAD model in Tinkercad. ● Complete a product pitch plan that includes key information. 	
<p>Builds on Y3 CAD – electronic charm</p>	<p>Key Knowledge – To know that accelerometers can detect movement To understand that sensors mean products can function without human input.</p>	<p>Key Knowledge - To know that designers write programs to fulfil a client’s request</p>	<p>Key Knowledge - To know that ‘multifunctional devices offer sustainability</p>	<p>Key Knowledge - To know that 3D CAD produces a virtual model</p>	<p>Key Knowledge - That products on the market have to be sold with a ‘pitch’</p>		
<p>Topic Vocabulary –New : compass, pedometer, GPS tracker, , Navigation, client, Cardinal compass, function, program, duplicate, copy, loop, variable, if statement, Boolean, plastic etc.), corrode, mouldable, lightweight, concept, sustainable, sustainable design, unsustainable design, finite, infinite, recyclable, non-recyclable, product lifecycle, product lifespan</p> <p>Revisited: Smart, Equipment tablet, smartphone, design brief, design criteria, Application, Functional properties, materials, (wood, plastic)environmentally friendly, biodegradable</p>							
<p>Geography</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>

Term: Spring

Year Group: Year 6

<p>Topic Focus – Trading and Economics</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Assessment lesson of learning</p>
	<p>Key Knowledge – To have an understanding of imports and exports and why countries need to do this.</p>	<p>Key Knowledge - To be able to use maps, atlases and globes to locate countries and identify trade links.</p>	<p>Key Knowledge - To understand trade links in the context of exports from El Salvador, the climate and landscape of the country and some issues that people face living there.</p>	<p>Key Knowledge - To have an understanding of what fair trade is and why it is important.</p>	<p>Key Knowledge - To understand the global supply chain and the term globalisation.</p>	<p>Key Knowledge - To identify similarities and differences between trading today and different periods in history.</p>	<p>Key Knowledge - To check the understanding of the children's learning through the topic.</p>
<p>Topic Vocabulary: (Revisited) Atlas, maps, continents, countries, counties, Great Britain, GMT, time zones, globe, hemispheres, poles. (New) import, export, trade, fair-trade, economy, trade-links, goods, products, multinational companies, globalisation.</p>							
<p>History</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>	<p>NC Objective –</p>

<p>Topic Focus – Ancient Greece</p>	<p>Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.</p>	<p>Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p>	<p>Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over e.g. How the Olympics have changed over time but how some features have remained the same.</p>	<p>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.</p>	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War.</p>	<p>Assessment lesson of learning</p>
	<p>Key Knowledge –</p> <ul style="list-style-type: none"> • To know how and why empires grow. • To explain the chronology of a timeline. 	<p>Key Knowledge -</p> <ul style="list-style-type: none"> • To explain how the political system worked in Ancient Greece. 	<p>Key Knowledge -</p> <p>To learn about the past from sources including art.</p>	<p>Key Knowledge -</p> <p>To compare different city-</p>	<p>Key Knowledge -</p> <p>To find out about the ancient Greek Gods and Goddesses, including some</p>	<p>Key Knowledge -</p> <p>To use a range of sources to find out about the</p>	<p>Key Knowledge -</p> <p>To check the understanding of the children's</p>

Term: Spring

Year Group: Year 6

		<ul style="list-style-type: none"> • To compare this system with other political systems. 		<p>states and recall facts about the Battle of Marathon.</p>	<p>myths that they were involved in.</p>	<p>past and then present my findings.</p>	<p>learning through the topic.</p>	
<p>Core Vocab Historical, Chronological order, evidence, primary sources, secondary sources, artefacts, archeologist, analyse, interpret, research, theories. New Vocab Democracy, ancient, modern, politics, ruling, ruler, artefact, empire, BC / AD, , country, city state, Sparta, Trojan, javelin, discus, chariot racing, pentathlon, pankration, Marathon, Sparta(n), Athens(ian), Persia(n), formation, hoplite, defensive, strategy, retreat.</p>								
<p>Modern Foreign Language - Spanish</p> <p>Topic Focus - Home</p> <p>Topic Focus - Food</p>	<p>NC Objectives - Spring 1</p> <p>I can name household rooms and objects in Spanish using the correct pronunciation.</p> <p>I can read and write words relating to home in Spanish</p> <p>I can describe my home in Spanish (written description)</p>			<p>NC Objectives - Spring 2</p> <p>I can understand a familiar story in Spanish (The Hungry Caterpillar)</p> <p>I say the name of common foods in Spanish using correct pronunciation</p> <p>I can write a menu in Spanish</p> <p>I can say what foods I like and dislike in Spanish</p>			<p>NC Objective - Assessment</p>	
		<p>Key Knowledge</p> <p>Bedroom – la habitación / el cuarto / el dormitorio</p> <p>Living room – el salón / la sala de estar</p> <p>Dining room – el comedor</p> <p>Kitchen – la cocina</p> <p>Bathroom – el cuarto de baño</p> <p>Hallway – el pasillo</p> <p>Home office – el despacho</p> <p>la silla/ the chair</p> <p>el reloj/ the clock</p> <p>la mesa de centro/ coffee table</p> <p>la lámpara/ lamp</p> <p>la alfombra/ carpet</p> <p>la televisión, el televisor/ television</p>			<p>Key Knowledge</p> <p>La salchicha – Sausage</p> <p>Los nuggets de pollo – Chicken Nuggets</p> <p>s El atún - Tuna</p> <p>El pollo - Chicken</p> <p>La pera – Pear</p> <p>La ensalada – Salad</p> <p>La patata – Potato</p> <p>El puré de patatas – Mashed potato</p> <p>La patata asada – Roast potato</p> <p>Los guisantes – Peas</p> <p>Las alubias al estilo inglés – Baked beans</p> <p>La manzana - Apple</p> <p>El batido – Milkshake</p> <p>La leche - Milk</p>			<p>Key Knowledge -</p>

	<p>el dormitorio/ bedroom la cama/ bed la ventana/ window las cortinas/ curtains el armario / wardrobe la cómoda/ dresser</p>		<p>El batido de frutas – Smoothie El zumo de naranja – Orange juice El zumo de manzana – Apple juice El té – Tea El té helado – Iced tea El café – Coffee El agua - Water La bebida gaseosa – Fizzy drink El chocolate caliente – Hot chocolate La pizza de pepperoni – Pepperoni pizza El pastel – Pie El bocadillo - Sandwich Los fideos – Noodles El pan - Bread Las hamburguesas - Burgers Los huevos – Eggs El queso - Cheese El helado– Ice cream La gelatina – Jelly La ensalada de fruta – Fruit salad El yogur – Yoghurt Una magdalena – Cupcake Una galleta – Cookie/Biscuit El pastel - Cake</p>				
<p>Topic Vocabulary – See Key Knowledge</p>							
<p>Music Topic Focus – Pop, Mo Town</p>	<p>NC Objective - Appreciate and understand a wide range of music drawn from great composers and musicians.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory. Improvise and compose music.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory. Improvise and compose music.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory. Improvise and compose music.</p>	<p>NC Objective - Play and perform in solo using musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>NC Objective - Play and perform in solo using musical instruments with increasing accuracy, fluency, control and expression.</p>

	<p>Develop an understanding of the history of music.</p>						
	<p>Key Knowledge - Children to understand the meaning behind the song, 'Happy.' Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident in humming the tune before attempting to sing.</p>	<p>Key Knowledge - Children to understand the meaning behind the song, 'Top of the World.' Children to know how to sing the song, 'Happy' in tune.</p>	<p>Key Knowledge - Children to understand the meaning behind the song, 'Don't Worry be Happy.' Children to understand how the instrumental parts fit into the song, 'Happy.'</p>	<p>Key Knowledge - Children to understand the meaning behind the song, 'Walkin' on Sunshine.' Children to understand how the instrumental parts fit into the song, 'Happy.'</p>	<p>Key Knowledge - Children to understand the meaning behind the song, 'When You're Smiling.' Children to understand how the instrumental parts fit into the song and also how to improvise.</p>	<p>Key Knowledge - Children to understand the meaning behind the song, 'Love Will Save the Day' Children to understand how the instrumental parts fit into the song and also how to improvise.</p>	<p>Key Knowledge - Children to understand the meaning behind the song, 'Love Will Save the Day' Children to understand how the instrumental parts fit into the song and also how to improvise.</p>
<p>Topic Vocabulary – (Revisited) pulse, tempo, pitch, beat, rhythm, glockenspiels, notes, tune, improvisation, compose, reflection. (New) pop, pulse, bridge, notation, riffs.</p>							
<p>PSHE (Spring 1) Topic Focus – Relationships</p>	<p>NC Objective – how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p>NC Objective – how to recognise and manage emotions within a range of relationships</p>	<p>NC Objective – how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>NC Objective – To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when</p>	<p>NC Objective – To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a</p>	<p>NC Objective – how to respond to risky or negative relationships and ask for help</p>	<p>NC Objective - how to respect equality and diversity in relationships, to know what is acceptable behaviour and when should</p>

Term: Spring

Year Group: Year 6

				and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.	confidence' or 'share a secret'. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.		remain private / privacy rights
	Key knowledge Children to know about the difference between, and the terms associated with, sex, gender identity and sexual orientation - how all of these can be included with healthy relationships	Key Knowledge - To be able to identify the best calming technique to use in a particular situation.	Key Knowledge - To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) To know what acceptable personal boundaries are.	Key Knowledge - To be able to consider different ways to resist behaving under pressure, in a range of situations	Key Knowledge - To be able to debate whether keeping secrets for other people is okay.	Key Knowledge - To be able to take part in a discussion on how unhealthy relationships could be identified. (inc. sexual harassment & sexual violence) That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced	Key Knowledge - to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Term: Spring

Year Group: Year 6

						into marriage and to know how to get support for them self or others	
<p>Topic Vocabulary – (Revisited) Physical health, mental health, positivity, meditation, fears, anxiety.</p> <p>(New) calming techniques, resist pressure, disagreement, support, secrets, healthy and unhealthy relationships, opinions, respect, debate, discussions.</p>							
PSHE (Spring 2)	NC Objective – Respect	NC Objective – Responsibilities	NC Objective – Diversity and Equality	NC Objective – Enterprise	NC Objective – Enterprise	NC Objective – Our environment	NC Objective - Our community
Topic Focus – Living in the wider world	Key Knowledge - About respect for self and others and the importance of responsible behaviours and actions	Key Knowledge - About rights and responsibilities as members of families, other groups and ultimately as citizens	Key Knowledge - To respect diversity and equality and how to be a productive member of a diverse community.	Key Knowledge - About where money comes from, keeping it safe and the importance of managing it effectively and the part that money plays in people’s lives. To have a basic understanding of enterprise.	Key Knowledge - About where money comes from, keeping it safe and the importance of managing it effectively and the part that money plays in people’s lives. To have a basic understanding of enterprise.	Key Knowledge - About the importance of respecting and protecting the environment.	Key Knowledge - To respect diversity and equality and how to be a productive member of a diverse community.
Topic Vocabulary –							

Term: Spring

Year Group: Year 6

	<p>(Revisited) Rights, responsibilities, environment, respect, behaviour.</p> <p>(New) Enterprise, responsible citizens, diversity, equality, community and sustainability.</p>
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