

Year 6 WPS Curriculum Plan

Year Group: 6

Term: Spring 1



Subject	
History	<ul style="list-style-type: none"> I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
Geography	<p>North America - Earthquakes</p> <ul style="list-style-type: none"> To name and locate a number of the countries in North America (locational knowledge) To name and locate a number of the cities of North America (locational knowledge) To discover the similarities and differences between the USA, North America and their own lives in England. To discover the human/ physical features and culture of the USA. To understand what life is like for people in earthquakes (Human geography) earthquakes in North America (Physical Geography) To consider the differences in lives between people who live near an earthquake-hit area and their own lives <p>Key Vocabulary San Andreas, California, North America, states, earthquake, plate boundaries, crust</p>
MFL	<p>Spanish Language Angels</p> <ul style="list-style-type: none"> What is the weather? (IN)
Art	<p>Knowledge</p> <ul style="list-style-type: none"> To make a record about the styles and qualities in their work. To say what their work is influenced by. To include technical aspects in their work e.e architectural design. <p>Skills</p> <ul style="list-style-type: none"> To overprint using different colours. To look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. <p>Key Vocabulary architect, artistic style, design, individualistic, organic forms</p>
RE	<p>Hinduism</p> <ul style="list-style-type: none"> How do questions about Brahman and Atman influence the way a Hindu lives? <p>Key Vocabulary Brahman, Atman, Namaste, deities, Ahimsa</p>
Science	<p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Key Vocabulary refraction, reflection, spectrum, rainbow</p>
Working Scientifically	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (TAPS 'Do' – Investigating Shadows)

	<ul style="list-style-type: none"> ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● Using test results to make predictions to set up further comparative and fair tests ● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ● Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key Vocabulary systematic, quantitative measurements, measurements, accuracy, precision, repeat readings</p>
PE	<p>Fitness</p> <ul style="list-style-type: none"> ● Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. ● Link running, jumping and hopping actions with greater control and co-ordination. ● Show fluency and control when travelling, landing, stopping and changing direction. ● Change direction with a fluent action and can transition smoothly between varying speeds. ● Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge. ● Compare their performances with previous ones and demonstrate improvement to achieve their personal best and suggest how they could improve in the future. <p>Key vocabulary rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight</p> <p>School games value: respect</p>
PE with Total Sports	<p>Gymnastics</p> <ul style="list-style-type: none"> ● Combine and perform more complex balances with control, technique and fluency. ● Demonstrate more complex actions with a good level of strength and technique. ● Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. ● Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. <p>Key vocabulary momentum, fluently, stability, formation, counter balance, counter tension</p> <p>School games value: respect</p>
Computing	<ul style="list-style-type: none"> ● Discovery Coding Level 4 Unit 2 – 2 lessons complete at least ‘build’ tasks. (Astronaut Orbit and Hot Air Balloon Show) ● To learn how computers use repetition and loops to do things over and over again. <p>Key Vocabulary loop, infinite, repeat, condition</p> <p>E-Safety (PIXL) Lesson 3 – online trust</p>
Music	<p>Charanga unit: A New Year Carol</p> <p>Style of main song: Classical or Urban Gospel</p> <p>Unit theme: Benjamin Britten’s music and cover versions.</p>

	<p>Performance focus: Singing</p> <p>Listening:</p> <p>Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. Describe the mood and story told?</p> <p>Rhythms: Learn to clap some of the rhythms used in the song. Learn some musical phrases that you will sing in the song.</p> <p>Sing: In unison. Sing the song in its original style, and the Urban Gospel version. How will they use dynamics to enhance their performance? Experiment with texture for example choosing children to sing solo parts. Will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Take on musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Key Vocabulary</p> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel, musical dimensions, style indicators.</p>
PSHE and RSE	<p>Managing hurtful behaviour and bullying</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>Families & close positive relationships</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Mental Health</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>
DT	Spring 2
British Values	<p>Democracy</p> <ul style="list-style-type: none"> • What this means and how it is demonstrated in school. • The Farmer's Cart fable: Why is democracy important?