



Year Group: 6

Term: Spring 2

Subject	Learning
History	Autumn 1 and 2
Geography	Spring 1
MFL	Spanish Language Angels <ul style="list-style-type: none"> At the café (IN)
Art	Spring 1
RE	<p>Christianity - Plus New Testament lessons</p> <ul style="list-style-type: none"> Should believing in the resurrection change how Christians view life and death? <p>Key Vocabulary Resurrection, creed, hallelujah, collect, euphemisms.</p>
Science	<p>Electricity</p> <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>Key Vocabulary circuit - series, parallel voltage, volts, amps</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 (TAPS 'Plan' – Bulb Brightness) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 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 plan, variables, measurements, accuracy, precision, repeat readings, predictions</p>
PE	<p>Tennis</p> <ul style="list-style-type: none"> Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these <p>Key vocabulary Deeper, forecourt, defensive, consecutive, consistently, backcourt, attacking</p> <p>School games value: passion</p>
	Yoga

<p>PE with Total Sports</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 School games value: passion</p>
<p>Computing</p>	<p>To complete over two half terms:</p> <p>Switched On Computing 6.6 - We are marketers - video editing.</p> <ul style="list-style-type: none"> ● to plan a video to promote something specific (such as a product, place or the school) ● consider key marketing messages, including identifying a unique selling point ● further develop skills relating to shooting and editing video, including combining multiple video clips with transitions, title screen and texts. ● to understand the purpose of 'finishing' or publishing the different elements of a project together. <p>Switched On Computing 6.6 - We are marketers –website creation</p> <ul style="list-style-type: none"> ● consider key marketing messages, including identifying a unique selling point ● combine carefully formatted text and images to create a web page promoting something specific (such as a product, place or the school) ● further develop knowledge, skills and understanding in relation to creating a website, including its structure and the role of drafting and publishing pages. ● include their fully edited promotional video on their website. <p>Key Vocabulary audience, combine, draft, publish</p> <p>E-Safety PIXL lesson 4 – digital debate</p>
<p>Music</p>	<p>Charanga unit: A New Year Carol Style of main song: Classical or Urban Gospel Unit theme: Benjamin Britten's music and cover versions. Performance focus: Singing</p> <p>Listening: 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>
<p>PSHE and RSE (highlighted objectives are statutory)</p>	<p>Communities</p> <ul style="list-style-type: none"> ● L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <p>Mental Health</p> <ul style="list-style-type: none"> ● H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
<p>DT</p>	<p>Construction - Bridges</p> <ul style="list-style-type: none"> ● Understand how to strengthen, stiffen and reinforce 3-D frameworks. ● Know and use technical vocabulary relevant to the project. <p>Key Vocabulary frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent</p>
<p>British Values</p>	<p>Individual Liberty</p> <ul style="list-style-type: none"> ● What is individual liberty? ● What are our human rights? ● Consider the choices we make about ourselves at Werrington Primary School <p>Respect and Tolerance</p> <ul style="list-style-type: none"> ● What do these words mean and how can we show this to one another? ● How to show respect in and around school.
<p>SMSC</p>	<ul style="list-style-type: none"> ● Participating and responding to cultural activities ● Exploring the values and beliefs of others ● Participating, cooperating and resolving conflicts ● Recognising right and wrong and understanding the consequence of your actions.