

Half Termly Curriculum Plan Autumn 2 2024

Year 6									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science	This unit builds on previous knowledge from the Year 4 Electricity topic. - Electrical conductors allow the flow of electricity (copper, silver and gold). - Materials that do not allow electricity to pass through them are called insulators (wood, plastic and rubber). - A simple electric circuit consists of components such as cells, wires, bulbs, switches and buzzers. - Recognised symbols can be used to represent a simple circuit in a diagram.	- battery - circuit - symbol - circuit diagram - wires - electricity - voltmeter - voltage - brightness - current - dimmer switch - LED - resistor - blown - variable resistor - variable - output - fair test - systematically - control test - traffic light - signal - synchronised - sensor - timer-based - insulator - conductor - closed electric circuit - indicating - resistor	- Create a simple electrical circuit - Identify components from their symbol and definition - Create an accurate circuit diagram	- Create more complex electrical circuits - Use a voltmeter to measure voltage - Describe how the brightness of a bulb is affected by the voltage/number of cells in the circuit	- Identify problems in a circuit - Use technology to create online circuits - Explain how to fix issues in a circuit	- Identify possible variables for an investigation - Design and conduct an investigation - Explain what affects the output of a circuit	- Create a switch - Design and create a set of traffic lights - Explain how their traffic lights work	- Identify electrical conductors and insulators - Follow instructions to create a loop and wire game - Explain how the loop and wire game works	End of Unit Test
Art			Visit to the Kindertransport statue "Safe Haven" at Harwich Quay and the Harwich Museum to understand more about the role	Research the work of Ian Wolter the sculptor of "Safe Haven" to find common themes. Give details (including own sketches) about the style of some notable artists– Ian	Using Henry Moore's work pictures as inspiration: use a choice of techniques to depict shadows and reflection Choose a style of drawing suitable for the work	Design their own lighthouse tile, which they will create using clay. Including notation of the process and glazes.	Create original pieces that show a range of influences and styles. Show life-like qualities and real life proportions Use tools to carve and add shape, texture and pattern	Glaze their original artworks, creating interesting and original finishes.	

			Harwich and the local area played with the Kindertransport scheme.	Wolter. Show how the work of those studied was influential in both society and to other artists	Use a variety of techniques to add interesting effects		Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form.		
Computing	<u>Yr 5 – We are Cryptographers</u>	Algorithm Program Debug Decomposition Pattern Recognition Abstraction Loops Variables JavaScript AI Chatbot		<u>Sphero Bolt</u> LI: To roll block Squares • I can control and drive a Sphero Bolt • I can control BOLT's movement with the three inputs on a roll block: speed, heading, and duration • I can program BOLT to roll in a square	<u>Sphero Bolt</u> LI: To complete the Light and Sound Stories lesson • I can tell a story with BOLT using movement, lights, and sound • I can program blocks to execute asynchronously and synchronously • I can use delay blocks to ensure my program runs as designed	<u>Sphero Bolt</u> LI: To complete the Matrix Emotions lesson • I can program my own animation on BOLT's LED matrix • I can use loop forever and loop x times blocks to make my programs execute blocks repeatedly	<u>Sphero Bolt</u> LI: To complete the On-Collision Event Pong lesson • I can program BOLT to respond to events • I can modify a game to make it more fun for a user	<u>Sphero Bolt</u> LI: To complete the Hello World! Lesson • I can define JavaScript code • I can create and execute a Text program • I can define and use "For Loops"	Continuous assessment
Religious Education									
Music	Nursery: Christmas Sing-a-long. EYFS: Traditional Christmas Nativity, KS1: Christmas Nativity Production as Year 1 & 2's. Lower KS2: Traditional Christmas Carol Service. Year 5: Christmas Cantata.	Pulse Rhythm Tempo <i>(fast & slow)</i> Pitch <i>(high & low)</i> Dynamics <i>(loud & quiet)</i> Performance <i>(acting & dancing)</i> Fusion Solo Ensemble Unison Melody Harmony Technology Audio Visual Microphones	LI: I understand how different cultures & genres of music can be combined in song. Work through the vocal parts & harmonies in preparation for the forthcoming performance as part of the Tendingr Schools Ambassadors event to be held at the Princes Theatre Clacton on Sea. Discuss performing in a professional theatre with all the technologies that will be utilised as part of the performance.	LI: I can combine music & dance from different cultures as part of a cohort performance. Assign each class their melody / harmony parts. Introduce the solo / group singing parts, giving willing individuals an opportunity to sing a solo line in front of their peers. Work through songs in the service & how they fit in to the 'First Christmas' story. Focus on the melody & harmony lines in each song.	LI: I understand the 'First Christmas' story & why we have Christmas celebrations every year. Briefly revisit & discuss the story of 'The First Christmas' & how it fits into a modern world. Working as a whole cohort, introduce, discuss & run through the songs to be used in the Year 6 performance of (A Christmas Evacuation). Building on previous (WW2) curriculum work, discuss the style of musical genre from 1940's Britain.	LI: I understand that rehearsal is very important in preparing for a live performance. Children to rehearse the cantata as a whole year group for the first time. Work at the overall presentation on stage in the main hall. Introduce assigned narrations into the rehearsals. Introduce & talk through using sound, technology & microphones in the performance.	LI: I can rehearse & perform as part of my cohort with increasing confidence. Children to gain confidence, improve their stage presence & performance levels by further rehearsing as a whole year group on stage in the main hall. Continue to work at & improve continuity of the overall performance using all the technologies.	LI: I can perform to a live audience with confidence. Final rehearsals & perform the Christmas Cantata (Bells Ring Out) to the whole school. Live performance of the Christmas Cantata (Bells Ring Out) to families. Year 5 visit to Sleeping Beauty - Rock & Roll Pantomime at the New Wolsey Theatre, Ipswich.	LI: I understand how Christmas in Victorian times was different to Christmas of today. As a Year 5 cohort watch Charles Dickens 'A Christmas Carol' (The Musical). Discuss how a Victorian Christmas is different from a modern Christmas.

PSHE	Children have been taught a year 5 Celebrating Difference unit		I understand there are different perceptions about what normal means	I understand how being different could affect someone's life	I can explain some of the ways in which one person or a group can have power over another	I know some of the reasons why people use bullying behaviours	I can give examples of people with disabilities who lead amazing lives	I can explain ways in which difference can be a source of conflict and a cause for celebration	
Languages	Knowledge of masculine and feminine Knowledge of adjectival placement and agreement beau/belle – beautiful petit/petite - small grand/grande – big utile - useful moderne – modern	La maison- the house La chambre- the bedroom La cuisine – the kitchen La salle de bains- the bathroom La salle à manger- the dining room Le salon- the lounge Le garage- the garage Le jardin- the garden Noun Bank : Objects in the house une table – a table une chaise – a chair une porte – a door une fenêtre – a window un lit – a bed un tapis – a rug vieux/vieille - old confortable - comfortable	I can understand and say some nouns for rooms in a house	I can read and pronounce objects in the house	I can use adjectives to describe rooms in the house	I can say and write a series of sentences to make a story	I can understand and use new nouns	I can use prepositions to say where things are	PLN Puzzle it Out