

Half Termly Curriculum Plan Autumn 1 2024

	Year 6										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Assessment
Science	This unit builds on the light unit children covered during year 3.	symbol light source scientific diagram light eye reflected mirror bounce surface direction angle periscope line of sight utilise block shadow opaque transparent translucent		<ul style="list-style-type: none"> Understand that light appears to travel in straight lines Understand how to draw a scientific diagram Understand how to draw a scientific diagram that helps support what you have found out 	<ul style="list-style-type: none"> Understand that light is reflected off surfaces so that we can see it Understand how to set up a fair test and carry it out Understand how to draw conclusions based on findings 	<ul style="list-style-type: none"> Understand that light can be reflected off multiple surfaces so that we can see it Understand how to make a periscope to reflect an image Understand how to explain how an unseen image can be seen using a scientific diagram 	<ul style="list-style-type: none"> Understand that shadows change length depending on how far away they are from a light source Understand how to collect data Understand how to display data to support findings 	<ul style="list-style-type: none"> Understand how to create a shadow Understand where to position the sun shades to create the most shade Understand how to feedback information based on findings 	<ul style="list-style-type: none"> Understand the basics behind how light is refracted, how a rainbow is made and what happens when light hits a bubble Understand how light is used other than for us to See Understand how our eyes respond to light 		End of Unit test.
History				<ul style="list-style-type: none"> To understand the tensions caused by Nazi Germany and how/why this led to war. To be able to understand the key events of WWII. 		<ul style="list-style-type: none"> Be able to understand what life was like for Jewish people by the end of 1938 in Germany and Austria. 	<ul style="list-style-type: none"> To be able to explain what 'Kristallnacht' was and why the first Kindertransport Train left within a month of it happening and why the British government organised legislation so quickly. 	<ul style="list-style-type: none"> To understand the meaning of the words: fascism, prejudice, Antisemitism, NAZI and Aryan. 	<ul style="list-style-type: none"> Describe features of the past, including beliefs, attitudes and experiences of children (comparing the experiences of German/Austrian Jewish children who went on Kindertransport to British children who were evacuated). 	<ul style="list-style-type: none"> Describe features of the past, including beliefs, attitudes and experiences of children (comparing the experiences of German/Austrian Jewish children who went on Kindertransport to British children who were evacuated). 	

Geography					Be able to identify the Allies, Axis and neutral countries within wartime Europe and their proximity to Harwich.						
Computing	Yr 5 - We are Game Developers	Python Repetition Variable Selection Print Procedure Syntax Argument		<u>We are Python Coders</u> L.I. – To understand the difference between block and text-based programming • I can explain the key differences between block-based and text-based programming • I can give simple commands using both block-based and text-based programming environments • I can identify the advantages and challenges of using block-based programming compared to text-based programming	<u>We are Python Coders</u> L.I. – To learn some basic move commands in a text-based programming language • I can write simple move commands using the correct syntax in text-based programming • I know how important it is to use the correct syntax in text-based programming • I can identify and fix basic spelling and syntax errors in my text-based code	<u>We are Python Coders</u> L.I. – To learn about objects, methods and arguments in text-based programming • I understand the function of objects, methods and arguments in text-based programming • I can use methods to perform actions on objects in my code • I can use arguments correctly when calling methods on objects.	<u>We are Python Coders</u> L.I. – To debug a text-based program • I can use decomposition to help spot bugs in my program • I understand what logic bugs are • I understand what syntax bugs are	<u>We are Python Coders</u> L.I. – To use repetition in text-based programming • I can recognise the loop command in Python coding • I can edit a loop command in Python coding • I can write a loop command in Python coding	<u>We are Python Coders</u> L.I. – Design a simple game using text-based programming • I can use sequences & loops in a game • I can add obstacles and other items to my game • I can evaluate and improve my game using text-based programming		Number of challenges/tasks successfully completed
Religious Education	Y3 – How do people express commitment to a religion or worldwide view? What difference does being a Muslim make to daily life? Y4 – Why is there so much diversity within Christian	Pacifism Conflict Peace Self-defence Violence Justice Jihad Harb al-Muqadis Ahimsa		Research and review different religious beliefs of peace	Examine the connection between religion and conflict	Investigate the motives, actions and impact of activists promoting peace	Identify the different ways in which religious members express their desire for peace	Construct a balanced argument which examines both viewpoints and expresses a personal conclusion			The diverse nature of religion Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.

	belief? How do religious groups contribute to society & culture? (Hindu & Christian) Y5 – What can we learn about the world from the great philosophers? (Buddhist & Christian)										Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
Music	<p>EYFS: General references to musical notation & rests. Playing along to flash cards of Crotchets, quavers & rests.</p> <p>Key Stage 1: General references to more extended musical notation & rests. General references to 'Time Signatures'. Writing musical notation (crotchets, quavers & rests) of correct values onto grids.</p> <p>Years 3 & 4:</p>	<p>Notation. Rests. <i>Semi Breve.</i> <i>Minim.</i> <i>Crotchet.</i> <i>Quaver.</i> <i>Semi Quaver.</i> Bar Lines. Tied Notes. Time Signatures. Simple Time. Unison. Harmony. Chords. Syncopation. Rhythm. Genre.</p>		<p>LI: I can understand the musical expectations for 'Year 6'.</p> <p>Explain / discuss the 'Year 6' music curriculum & expectations. Complete individual music book covers for 'Year 6'.</p>	<p>LI: I can understand & write musical notation accurately.</p> <p>Learn, rehearse & perform section 1 (<i>Semibreves</i>) & section 2 (<i>minims</i>) of 'Notin' Around' song in unison & harmony.</p> <p>Discuss & complete 'Time Names & Time Values' written worksheet.</p>	<p>LI: I can understand & write musical notation & their equivalent rests accurately.</p> <p>Recap sections 1 (<i>semibreves</i>) & section 2 (<i>minims</i>) of 'Notin' Around' song before learning section 3 (<i>crotchets</i>). Rehearse & perform section 1, 2 & 3 of 'Notin' Around' song in one, two & three parts.</p> <p>Discuss & complete 'Time Names, Time Values & Equivalent</p>	<p>LI: I can understand & write musical notation, their equivalent rests & add in bar lines in different Simple Time Signatures accurately.</p> <p>Recap sections 1 (<i>semibreves</i>), section 2 (<i>minims</i>) & section 3 (<i>crotchets</i>) of 'Notin' Around' song before learning section 4 (<i>quavers</i>). Rehearse & perform section 1, 2, 3 & 4 of 'Notin' Around' song in one, two, three & four parts.</p>	<p>LI: I can understand & write musical notation, their equivalent rests (including dotted notation / rests) & add in bar lines in different Simple Time Signatures accurately.</p> <p>Recap sections 1 (<i>semibreves</i>), section 2 (<i>minims</i>) & section 3 (<i>crotchets</i>) of 'Notin' Around' song before learning section 4 (<i>quavers</i>). Rehearse & perform section 1, 2, 3 & 4 of 'Notin' Around'</p>	<p>LI: I can understand & write musical notation, their equivalent rests (including dotted notation / rests), tied notes, & add in bar lines in different Simple Time Signatures accurately.</p> <p>I can respond to 'Syncopated Rhythm Patterns'.</p> <p>Recap sections 1 (<i>semibreves</i>), section 2 (<i>minims</i>), section 3 (<i>crotchets</i>) & section 4 (<i>quavers</i>) of 'Notin' Around'</p>	<p>LI: I can understand & write musical notation (including dotted notation), their equivalent rests using different Simple Time Signatures, adding Bar Lines in the correct positions.</p> <p>I can recognise musical genre that uses 'Syncopated Rhythm Patterns'.</p> <p>Recap on this unit of work.</p>	<p>Autumn Half Term 1</p> <p>Notation. (Written Assessment).</p> <p><i>Recognising & understanding & writing accurately a range of musical notation / dotted notation / equivalent rests / tied notes in Simple Time Signatures of 2/4, 3/4, 4/4 with correct use of 'Bar Lines'.</i></p> <p>Are You Listening?</p> <p>Syncopation.</p>

	General references to musical notation, rests, bar lines & Time Signatures. Playing tuned musical instruments using written musical notation. Year 5: General references to musical notation, rests, bar lines & Time Signatures. Playing tuned musical instruments using written musical notation. Working with music that changes time.					Rests' written worksheet.	Discuss & complete ' Time Names, Time Values, Equivalent Rests & Bar Lines' written worksheet.	song in one, two, three & four parts. Discuss & complete ' Time Names, Time Values, Equivalent Rests (including Dotted Notation) / Rests) & Bar Lines' written worksheet.	song before learning section 5 (<i>syncopation</i>). Rehearse & perform complete ' Notin' Around ' song in one, two, three, four & five parts. Discuss & complete ' Time Names, Time Values, Equivalent Rests (including Dotted Notation / Rests), Tied Notes & Bar Lines' written worksheet.	Run Autumn Half Term 1 ' Notation ' assessment sheet.	(Written Assessment). <i>Listening to & recognising music that is written using syncopated rhythm patterns.</i> Ongoing informal written worksheet assessments throughout this unit of work.
PSHE	Previously completed Being me in My World in Year 5.	Goals Worries Fears Value Welcome Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education	identify my goals for this year, understand my fears and worries about the future and know how to express them	I know that there are universal rights for all children but for many children these rights are not met.	I understand that my actions affect other people locally and globally.	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how theses relate to my rights and responsibilities	I understand how an individual's behaviour can impact on a group.	I understand how democracy and having a voice benefits the school community.			
PE		Tag, hop, skip, try, dodging, tactics, competition	No PE lesson this week	To know how to tag. To practise ball-handling skills. Improve tackling and defending skills.	To improve spatial awareness. To practise moving into a space to receive the ball	To improve ball-handling skills. To be able to place a ball down as if scoring a try	To practise footwork and dodging skills while travelling with a ball to beat an opponent.	Understand different positions and the roles within each, practice playing in each position.	Develop a range of tactics that can be used during game time appropriately and effectively.	To play in mini games and apply rules fairly, whilst showing positive sportsmanship and use of tactics..	End of unit assessment
Languages	Days date weather information questions and answers	La rentree Les grandes vacances Aller/allez/ allé Quelle heure est-il	I can say days date weather I understand the concept La rentree – in France	Learn to ask and say time – hours only Use On ecrit sur les Murs to prompt thoughts	Recap hours Recap 10-60 and apply to digital time Finish graffiti	I can recall phrases to talk about myself and my feelings. I can understand and use	I can recall how to describe eyes and hair colour. I can listen to, read and understand a	I can write a poem about my personality and physical appearance	I can locate France in Europe I know about the invasion of France in 1940	Puzzle it out/ Language magician	Puzzle it out/ Language magician

	<p>Extended feelings. Describe eye and hair colour.</p>	<p>Il est + heure(s) Je suis - I am ...</p> <p>courageux/courageuse – courageous</p> <p>fort/ forte - strong</p> <p>créatif/ créative – creative</p> <p>sportif / sportive – sporty</p> <p>parfois – sometimes</p> <p>toujours – always</p> <p>et – and</p> <p>mais</p> <p>Je voudrais être – I would like to be...</p> <p>auteur–author</p> <p>docteur –doctor</p> <p>footballeur–footballer</p> <p>dentiste –dentist</p> <p>professeur – teacher</p> <p>astronaute</p> <p>actif / active – active</p> <p>drôle – funny</p> <p>calme – calm</p> <p>timide – shy</p>	<p>I can use a model to describe what I did in the summer holidays</p> <p>I can use phonic knowledge to aid reading aloud.</p> <p>I can talk about my language learning</p> <p>Pupil voice survey</p>	<p>about aspirations for future</p> <p>Explore origins of graffiti and explore foreign words in English</p> <p>Use j' aime ça/ je n'aime pas ça – re graffiti</p>		<p>adjectives to talk about my personality.</p>	<p>poem about my personality and physical appearance.</p>		<p>I can understand a short paragraph about an evacuee from Paris</p>		
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