

Half Termly Curriculum Plan Spring 1 2024

Year 6

	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		Characteristic offspring environmental inherit variation Nutrition climate adaptation habitat feature Predator pollinate nutrients epiphytes toxic Mary Anning Ichthyosaurus fossil Jurassic Coast palaeontologist Neanderthal ancestor homo- sapiens primate natural selection extinct Charles Darwin evolve theory	<ul style="list-style-type: none"> Understand that some characteristics are inherited Explain why offspring look similar but not identical to their parents Understand that variations in species can be due to environmental factors 	<ul style="list-style-type: none"> Describe how an animal is adapted to its environment Explain how an animal's adaptation helps it to survive in the habitat Predict how an animal would have to adapt to suit a different habitat 	<ul style="list-style-type: none"> Describe how a plant is adapted to its environment Explain how a plant's adaptation helps it to survive in the habitat Create a new plant that is perfectly adapted to survive in a habitat 	<ul style="list-style-type: none"> Understand that fossils provide information about living things that are now extinct Using evidence from fossils, compare extinct animals with those that are living and identify adaptations Use evidence from fossils to suggest some conclusions about life in the past 	<ul style="list-style-type: none"> Identify how living things have changed over time Describe how natural selection causes living things to evolve over time Explain why the theory of evolution was not accepted at first 	<ul style="list-style-type: none"> Identify how living things have changed over time Describe how natural selection causes living things to evolve over time Explain why the theory of evolution was not accepted at first 	
History	Year 2 – Robert Falcon's Scoot's failed attempt to be the first to the South Pole							Use sources of evidence to deduce information about the past Study the original advert Shackleton placed in newspapers to find crew members for his expedition.	

Geography					Use the eight points of a compass, four-figure grid references, to communicate knowledge of the United Kingdom and the world. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle		four-figure grid references, to communicate knowledge of the United Kingdom and the world.		
Computing	We are Vloggers – Yr3 We are Co-authors – Yr4 We are Web Developers – Yr5	-Script -Storyboard -Advert Promotional video -Creative commons -Copyright -Screen recording -Editing -Soundtrack -Credits	<u>We are Advertisers</u> L.I. – To brainstorm ideas and plan a promotional video <ul style="list-style-type: none"> • I can identify characteristics of effective adverts/ promotional videos • I can explain that video is a visual media format • I can identify and compare features of videos 	<u>We are Advertisers</u> L.I. – To create a visual presentation for a promotional video <ul style="list-style-type: none"> • I can use search tools to find media • I can use appropriate search tools to find copyright free media • I can store, retrieve and export media to a computer 	<u>We are Advertisers</u> L.I. – To create a script for a promotional video <ul style="list-style-type: none"> • I can research a topic online • I can consider target audience and purpose when planning a promotional video • I know the importance of citing sources and giving credit where appropriate 	<u>We are Advertisers</u> L.I. – To improve and screen record a visual presentation <ul style="list-style-type: none"> • I can make improvements to a presentation using animations and transitions • I can use screen recording tools • I can consider the timing of a presentation when screen recording 	<u>We are Advertisers</u> L.I. – To film the final promotional video <ul style="list-style-type: none"> • I can film high-quality video footage • I can review the quality of my recordings • I can appreciate the difference between media, project files and exported movies 	<u>We are Advertisers</u> L.I. – To edit a promotional video with additional media <ul style="list-style-type: none"> • I can import video footage and media into editing software • I can select the correct tools to make edits to improve my video • I can recognise that my choices when making a video will impact the quality of the final outcome 	Assessment on final promotional video. Evidence of skills on researching, using copyright free media, crediting sources, use of animations & transitions and editing with additional media
Art and Technology			Clay Light house	Clayhouse		Glaze lighthouses			
Religious Education		Pacifism Conflict Peace Self-defence	<i>Research and review</i> different religious beliefs of peace	<i>Examine</i> the connection between religion and conflict	<i>Investigate</i> the motives, actions and impact of activists promoting peace	<i>Identify</i> the different ways in which religious members express their desire	<i>Construct</i> a balanced argument which examines both viewpoints and		

		Violence Justice Jihad Harb al-Muqadis Ahimsa				for peace	expresses a personal conclusion		
Music	Whole Class Recorders Year 3 & 4. Whole Class P-Buzz Year 4. Whole Class Glockenspiels introduces in Year 5.	Pulse Rhythm Pitch Tempo Dynamics Duration Timbre Texture Structure	Recap and work through previous learning on the 'Musical Elements'.	Recap and work through previous learning on musical notation & symbols.	Recap and work through previous learning on Chromatic Glockenspiels using: Charanga Instruments Glockenspiels Act 1	Recap and work through previous learning on Chromatic Glockenspiels using: Charanga Instruments Glockenspiels Act 2	Extend previous learning on Chromatic Glockenspiels by working through using: Charanga Instruments Glockenspiels Act 3	Extend previous learning on Chromatic Glockenspiels by working through using: Charanga Instruments Glockenspiels Act 3	General recap of progress made during this half term.
PSHE			<ul style="list-style-type: none"> • I understand there are different perceptions about what normal means • I can empathise with people who are different 	<ul style="list-style-type: none"> • I understand how being different could affect someone's life. • I am aware of my attitude towards people who are different 	<ul style="list-style-type: none"> • I can explain some of the ways in which one person or a group can have power over another. • I know how it can feel to be excluded or treated badly by being different in some way 	<ul style="list-style-type: none"> • I know some of the reasons why people use bullying behaviours. • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one 	<ul style="list-style-type: none"> • I can give examples of people with disabilities who lead amazing lives. • I appreciate people for who they are. 	<ul style="list-style-type: none"> • I can explain ways in which difference can be a source of conflict and a cause for celebration. • I can show empathy with people in either situation 	
Foreign Languages	Vocabulary J'aime/ tu aimes = <i>I like</i> .. Je/ tu n'aime(s) pas – don't like Le foot ennuyeux- boring un challenge - challenging amusant – fun nul - rubbish difficile – difficult c'est – it is... et = and mais = but Grammar: 1 st 2 nd person aimer	Le cricket- cricket Le tennis- tennis Le foot - football Le basket – basketball La danse - dance La gymnastique- gymnastics Le rugby - rugby La natation- swimming Le cyclisme – cycling Le handball - handball J'adore... I love... Je déteste... = I	Understand and remember some sport nouns.	Talk about sports I like and dislike.	Write extended sentences about sports including an opinion.	Identify parts of the verb 'jouer' (to play).	Describe a sport using simple sentences	Remember how to identify parts of the verb 'jouer' (to play).and understand that the same rules apply to other verbs	Puzzle-it-out assessment lesson Or https://www.paris2024.org/fr/ Explore Paris 2024 webpages – write comprehension qns for Y5

	and preferer Phonics: "on" "en" "an" eu(x) ai(s) Skills: Extending sentences In speech and writing. Scanning for details. Qualifying and justifying	<i>hate...</i> <i>...car c'est...</i> <i>because it's</i> <i>....</i> <i>Jouer= to play</i> <i>rapide- fast</i> <i>génial - great</i> <i>cool - cool</i> <i>calme – calm/gentle</i> <i>fatiguant - tiring</i>							
PE		Street dance Pose Routine Choreograph Expressive Unison Canon Timing Beat Fluency	To identify and practise the patterns and actions in a street dance style	To observe and understand the style of street dance. To learn some street dance moves and devise poses	To know how to use expressive movements in dance. To work with a partner to create a short dance phrase	To work as a group and co-operate to adapt two routines and put them together	To create a dance as a group, using any street dance moves	To perform in front of an audience. To dance as a group in time to music in a street dance style.	