

### Half Termly Curriculum Plan Spring 2 2024

Year 6									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		Conifer Classify Microorganism fern Living Organism Cell MRS GREN Unicellular Multicellular Kingdom Species Carl Linnaeus Domain Latin Classification Virus Bacteria Fungi Protozoa Plant Microscopic Mycelium Ecosystem Fungi	<ul style="list-style-type: none"> <li>Explain how living things are classified by designing their own chart and comparing their size</li> <li>Describe how to classify a range of living animals and plants Identify ways to differentiate living things</li> </ul>	<ul style="list-style-type: none"> <li>Explain a key feature or member of each animal kingdom</li> <li>Understand MRS GREN and how a living organism follows these rules</li> <li>Know that living organisms can be arranged into kingdoms</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Explain the differences between fungi and other organisms Outline the similarities between plants and fungi Identify that fungi are a separate kingdom to plants</li> </ul>		Developing Experts end of unit assessment

Computing	We are Web Developers – Yr5	Internet Address IP Address Network Public and Private Media Communicate Data Packet Data Sharing	We are Network Technicians  <b>L.I. – To explain the importance of internet addresses</b> <ul style="list-style-type: none"> <li>• I can recognise that data is transferred using agreed methods</li> <li>• I can explain that internet devices have addresses</li> <li>• I can describe how computers use addresses to access websites</li> </ul>	We are Network Technicians  <b>L.I. – To recognise how data is transferred across the internet</b> <ul style="list-style-type: none"> <li>• I can identify and explain the main parts of a data packet</li> <li>• I can explain that data is transferred over networks in packets</li> <li>• I can explain that all data transferred over the internet is in packets</li> </ul>	We are Network Technicians  <b>L.I. – To explain how sharing information online can help people to work together</b> <ul style="list-style-type: none"> <li>• I can recognise how to access shared files stored online</li> <li>• I can send information over the internet in different ways</li> <li>• I can explain that the internet allows different media to be shared</li> </ul>	We are Network Technicians  <b>L.I. – To evaluate different ways of working together online</b> <ul style="list-style-type: none"> <li>• I can identify different ways of working together online</li> <li>• I can recognise that working together on the internet can be public or private</li> <li>• I can explain how the internet enables effective collaboration</li> </ul>	We are Network Technicians  <b>L.I. – To recognise how we communicate using technology</b> <ul style="list-style-type: none"> <li>• I can explain the different ways in which people communicate</li> <li>• I can identify that there are a variety of ways to communicate over the internet</li> <li>• I can choose methods of communication to suit particular purposes</li> </ul>		Kahoot quiz covering entire unit
Art and Technology			<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Use the qualities of</li> </ul>	<ul style="list-style-type: none"> <li>• Purposefully controlling the types of marks, brushstrokes used to create desired effect</li> <li>• Use colours and</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> </ul>	<ul style="list-style-type: none"> <li>• Use tone in drawings to achieve depth</li> <li>• Adapt drawings according to evaluations and</li> </ul>			

			<p>acrylic paints to create visually interesting pieces.</p> <ul style="list-style-type: none"> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Create a painting based on the work of William Gill on round tree slices</li> </ul>	<p>brushstrokes to create atmosphere and light effects</p> <ul style="list-style-type: none"> <li>• Create a painting based on the work of William Gill on round tree slices</li> </ul>	<ul style="list-style-type: none"> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Create a chalk pastel drawing depicting a scene in William Gill's book</li> </ul>	<p>discuss further developments</p> <ul style="list-style-type: none"> <li>• Develop their own style</li> <li>• Draw for a sustained period of time over a number of sessions</li> <li>• Create a chalk pastel drawing depicting a scene in William Gill's book</li> </ul>			
PSHE			<ul style="list-style-type: none"> <li>• I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</li> <li>• I understand why it is important to stretch the boundaries of my current learning</li> </ul>	<ul style="list-style-type: none"> <li>• I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</li> <li>• I can set success criteria so that I will know whether I have reached my goal</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify problems in the world that concern me and talk to other people about them</li> <li>• I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• I can work with other people to help make the world a better place</li> <li>• I can empathise with people who are suffering or who are living in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some ways in which I can work with other people to help make the world a better place</li> <li>• I can identify why I am motivated to do this</li> </ul>		

Foreign Languages	<p>J'aime - I like Je n'aime pas ...I don't like Mon animal préféré est .... My favourite animal is Mon sport préféré - my favourite sport Mon fruit préféré - my favourite film Mon légume préféré – my favourite vegetable Ma couleur préférée – my favourite colour</p>	<p>Les montagnes russes – the rollercoaster Les bûches – the log flume Les tasses – the teacups La maison hantée – the haunted house Le toboggan spirale – the helter-skelter La grande roue – the ferris wheel Le bateau pirate – the pirate boat Le train fantôme – the ghost train Le manège – the carousel Une crêpe – a crepe Le popcorn – popcorn La barbe à papa – candy floss Les bonbons – sweets Les frites – fries La glace – icrecream</p>	I can understand funfair ride nouns and say whether I like or dislike	I can remember funfair vocab and play a board game	I can describe funfair rides using adjectives	I can plan and describe a new theme park	I can talk about my favourite things		Teacher Assessment speaking/ writing – opinions and using adjectives and conjunctions
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		Mon livre préfééré - my favourite book Mon équipe préférée – my favourite team							
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