

YEAR 6 - SPRING 2



English		Maths	
Fiction: 'There's a Boy in the Girl's Bathroom' by Louis Sachar Non-fiction: Formal Letters Instructional Texts Poetry: 'The Lady of Shalott' - Lord Tennyson		<i>Maths planning is based on the Collins 'Busyant' scheme of work.</i>	
Science	Computing	History	
Key Question/Theme: <i>What gets your blood pumping? (The Circulatory System)</i>	Key Question/Theme: <i>Text/Animation/Music & Online Safety</i>	Key Question/Theme: <i>Why did the Shang Dynasty survive for almost six centuries?</i>	
Key Skills: <ul style="list-style-type: none"> To know how the human circulatory system functions and how different factors can affect it. To plan different types of scientific enquiries to answer question, including recognising and controlling variables where necessary. To record data and results for increasing complexity using scientific diagrams and labels. To use test results to make predictions to set up further comparisons and fair tests. To report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. 	Key Skills: <ul style="list-style-type: none"> Using technology purposefully to create, organise, store, manipulate and retrieve digital content Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals, , including collecting, analysing, evaluating and presenting data and information. Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Key Skills: <ul style="list-style-type: none"> <u>Historical evidences</u> - To explore the evidence surrounding the Shang rulers. To compare historical and archaeological sources of evidence. <u>Use historical enquiry</u> to deduce what people at this time believed about life after death. <u>Understand the diversity of societies</u> - To interpret written and pictorial sources of how ordinary life was like for people during the Shang Dynasty. 	
PSHE	RE	Art & Design	
Key Question/Theme: <i>Living in the Wider World (Continued from Spring 1)</i>	Key Question/Theme: <i>Special Leaders (Continued from Spring 1)</i>	Key Question/Theme: <i>The Shang Dynasty Bronzes</i>	
Key Skills: <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) 	Key Skills: <ul style="list-style-type: none"> Explaining the practices and lifestyles involved in belonging to a faith community Explaining how some teaching and beliefs are shared between religions. Recognising and expressing feelings about their own identities and relating these to religious beliefs and teachings. Expressing their own values and remain respectful of 	Key Skills: <ul style="list-style-type: none"> Learning about great artists, architects and designers in history. Continuing to create a sketch books to record their observations and use them to revisit their ideas. Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	

<ul style="list-style-type: none"> • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • Career (including enterprise, employability and economic understanding) 	<p>those with different values.</p>	
<p style="text-align: center;">Music</p>	<p style="text-align: center;">French</p>	<p style="text-align: center;">PE</p>
<p>Key Question/Theme: <i>Music is taught by a specialist teacher</i></p>	<p>Key Question/Theme: <i>out and about</i></p>	<p>Key Question/Theme: <i>PE Skills and Games (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Engage in conversations; ask and answer questions; express opinions and respond to those of others. • Present ideas and information orally to a range of audiences. • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.