YEAR 6 – SPRING 1

English	Maths
Fiction: 'Macbeth' – William Shakespeare **Non-fiction:** Persuasive Writing 'Suffragette: Battle for Equality' by David Roberts **Poetry:** 'The Lady of Shalott' – Lord Tennyson	*Maths planning is based on the Collins 'Busyant' scheme of work.*

Science	Computing	Geography
Key Question/Theme: *Electricty*	**Key Question/Theme:** *Programming, Text/Animation & Music*	**Key Question/Theme:** *Living in the Mountains* *(Continued from Autumn 2)*
Key Skills: • Developing scientific enquiry skills by planning different types of scientific enquiries to answer questions. • Taking measurements, using a range of scientific equipment, with increasing accuracy. • Recording data and results of increasing complexity. • Use test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Comparing and giving reasons for variations in how components function. • Using recognised symbols when representing a simple circuit in a diagram.	**Key Skills:** • Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Using sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • 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.	**Key Skills:** • Developing contextual knowledge of the location Knowing how different mountains are formed. • Human and physical characteristics Knowing how energy can be produced from mountainous regions. • Knowledge of global climates Noticing the impact of climate change. • Developing map-reading skills Identifying key mountain ranges around the world and understanding the terms 'latitude' and 'longitude'.

PSHE	RE	Design & Technology
Key Question/Theme: *Living in the Wider World*	**Key Question/Theme:** *Special Leaders*	**Key Question/Theme:** *Bread*
Key Skills: • **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	**Key Skills:** • 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	**Key Skills:** • Understanding and applying the principles of a healthy and varied diet. • Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques. • Understanding seasonality and know where and how a

and others) and **safety** (including behaviour and strategies to employ in different settings) • **Diversity** and **equality** (in all its forms) • **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)	identities and relating these to religious beliefs and teachings. • Expressing their own values and remain respectful of those with different values.	variety of ingredients are grown, reared, caught and processed.
Music	**French**	**PE**
Key Question/Theme: *Music is taught by a specialist teacher*	**Key Question/Theme:** *Then and Now*	**Key Question/Theme:** *PE Skills and Games* *(Specialist Teacher)*
Key Skills: • 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.	**Key Skills:** • 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.	**Key Skills:** • 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, Moral, Social and Cultural Development

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' used 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, nationals 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.