

**YEAR 6 : Spr 2: Who Dares Win – WW2**

**Events**

World Book Day  
Golden Mile

**RE & Values**

Celebrations related to Key figures  
April: Peace / Honesty  
May: Quality / Resilience

**Topic: Who Dares Win**

**Science: Light**

Explore how light travels using torches and periscopes  
Recognise that light appears to travel in straight lines  
Describe reflection as light ‘bouncing off’ objects  
Understand that in order to be seen, all non-luminous objects must reflect light  
Diagrammatically represent light from sources and bouncing off reflective surface using arrows  
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  
Draw diagrams to illustrate how light is travelling from the source to the eye  
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  
Describe a variety of ways of changing the size of the shadow produced by an object  
Describe the relationship between the size of a shadow and the distance between the light source and an object  
Diagrammatically represent the formation of shadows using arrow convention  
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them  
Know that, when sunlight passes through some objects, coloured light is produced (for example in rainbows, soap bubbles and prisms)  
Describe how curved mirrors distort a reflection

**History:**

**Historical interpretation**

Understands that the past has been represented in different ways.  
Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.

**New Technologies – Data Matters**

To investigate how “big data” is used in our world.  
To understand file extensions can identify software used to create a file, but files may be accessed/edited using other software.  
To understand computers store/process data as 0s and 1s, known as binary form.  
To have a broad understanding of the school’s computer network and the role of the server/master computer.  
To understand network devices can be identified by IP address.  
To understand that we can use tools to improve the accuracy and efficiency of our digital searching.  
To understand any internet activity leaves a permanent trail.  
To understand that databases provide a way to store, organise, retrieve and analyse sets of data.  
To understand database structure determines the queries it can answer.  
To understand the stages in database development.  
To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures.  
To save drafts of their work and use these to support critical review through which they evaluate and improve their work.  
To understand some of the ways they can use to report concerns about content and contact.

**PE****PE – Healthy Lifestyle**

Can describe the effect exercise has on the body  
 Can explain the importance of exercise and a healthy lifestyle.  
 Understands the need to warm up and cool down.

**PE - Games**

Vary skills, actions and ideas and link these in ways that suit the games activity.  
 Shows confidence in using ball skills in various ways, and can link these together.  
 Uses skills with co-ordination, control and fluency.  
 Takes part in competitive games with a strong understanding of tactics and composition.  
 Can create their own games using knowledge and skills.  
 Can make suggestions as to what resources can be used to differentiate a game.  
 Apply basic skills for attacking and defending.  
 Uses running, jumping, throwing and catching in isolation and combination.

**PE - Evaluation**

Watches and describes performances accurately.  
 Learn from others how they can improve their skills.  
 Comment on tactics and techniques to help improve performances.  
 Make suggestions on how to improve their work, commenting on similarities and differences.

**Music**

Use increased aural memory to recall sounds accurately.  
 Use knowledge of musical dimensions to know how to best combine them.  
 Know and use standard musical notation to perform and record own music (adding dotted quavers).  
 Use different venues and occasions to vary performances.  
 (Combining all musical dimensions).  
 Describe different purposes of music in history/ other cultures

**Art****Textures:**

Experiment with wet media to make different marks, lines, patterns, textures and shapes.  
 Explore colour mixing and blending techniques with coloured pencils.  
 Use different techniques for different purposes i.e. shading, hatching within their own work.  
 Start to develop their own style using tonal contrast and mixed media.

**D&T**

Anderson shelters

**Sheet Materials:**

Cut slots  
 Cut accurately and safely to a marked line  
 Join and combing materials with temporary, fixed or moving joinings  
 Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate  
 Choose an appropriate sheet material for the purpose

Use the design criteria to inform their decisions about ways to proceed  
 Justify their decisions about materials and methods of construction  
 Reflect on their work using design criteria stating how well the design fits the needs of the user  
 Identify what does and does not work in the product.  
 Make suggestions as how their design could be improved

**French****Reading:**

Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing  
 an announcement  
 Understand the main points and some of the detail from a short written text.  
 Begin to read independently.  
 Use a bilingual dictionary to look up new words.

**Written:**

Write a short text on a familiar topic, adapting language already learnt.  
 Spell commonly used words correctly

