YEAR 6 : Spring 1 – **Who Dares Win**

Events	RE & Values	Topic: Who Dares Win
Golden Mile	Celebrations related to keyt figures Feb: Love / Kindness March: Understanding/ Friendship	**Science** **Electricity**

Computing: – Digital communication

To understand that the spreadsheet structure enables us locate and change specific cells or ranges

To understand that spreadsheets have a range of editing tools to support appearance and clarity.

To understand that spreadsheet calculation tools allow numbers and cell references to be used within formulae.

To understand that spreadsheet functions enable calculations to be carried out on ranges of numbers.

To understand spreadsheet functions help us analyse large data sets.

To identify opportunities for investigations involving dataloggers/sensors.

To understand that the cells in a spreadsheet can be set up to change depending on the value being input.

To understand that tools can be designed using spreadsheet software to support different users' needs.

To understand that spreadsheet models allow us to explore different situations in the wider world.

To understand that using graphs within spreadsheets can support prediction and 'what if 'questions.

To understand the need for accuracy and efficiency in spreadsheet work. Save drafts. Use to improve their work.

To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures.

To understand some of the ways they can use to report concerns about content and contact.

PE

PE – Outdoor and Adventurous

Develops strong listening skills.

Use s and interprets simple maps.

Think activities through and problem solve using general knowledge.

Choose and apply strategies to solve problems with support.

Discuss and work with others in a group.

Demonstrates an understanding of how to stay safe.

Topic: Who Dares Win

Science
Electricity
know that the 'amount' of electricity (voltage) depends on the number of batteries
construct some working series circuits with specified components
recognise conventional circuit symbols
use recognised symbols when representing a simple circuit in a diagram
draw circuit diagrams and construct circuits from diagrams using conventional symbols
explore how to change the brightness of bulbs and the volume of a buzzer
describe ways of changing the brightness of a bulb in a circuit or the volume of a buzzer
compare different circuits (e.g. for brightness of bulb)
recall that the amount of electricity is measured in voltage
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
explore the thickness of a wire in a circuit
describe the differences between wires usually used for circuits and fuse wires
describe what would happen if all the lights in a home were connected in the same circuit and one broke
explain the current in circuits using simple models and analogies (e.g. piped water, bicycle chain, children and sweets)

History:
Chronological understanding
Uses timelines to place events, periods and cultural movements from around the world.
Uses timelines to demonstrate changes and developments in culture, technology, religion and society.
Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.
Names date of any significant event studied from past and place it correctly on a timeline.

D&T
Food
Weigh and measure using scales
Cut and shape ingredients using appropriate tools and equipment e.g. grating
Join and combine food ingredients appropriately e.g. beating, rubbing in
Decorate appropriately
Work safely and hygienically
Show awareness of a healthy diet from an understanding of a balanced diet
Prepare food products taking into account the properties of ingredients and sensory characteristics
Work safely and hygienically
Select and prepare foods for a particular purpose
Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.

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

Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.

Create music reflecting given intentions and record using standard notation.

Use ICT to organise musical ideas (where appropriate).

(Combine all musical dimensions).

Prepare food products taking into account the properties of ingredients and sensory characteristics

Work safely and hygienically

Select and prepare foods for a particular purpose

Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.

Art

Perspective and Composition

Begin to use simple perspective in their work using a single focal point and horizon.

Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

Show an awareness of how paintings are created ie. Composition

Digital Media

Record, collect and store visual information using digital cameras, video recorders

Present recorded visual images using software e.g. Photostory, PowerPoint

Use a graphics package to create and manipulate new images

Be able to Import an image (scanned, retrieved, taken) into a graphics package

Understand that a digital image is created by layering

Create layered images from original ideas (sketch books etc.)

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.

Writing:

Write a short text on a familiar topic, adapting language already learnt.

Spell commonly used words correctly.