



British Monarchs				
Value		Trust		
No Outsiders		The Island To challenge the causes of racism		
Educational Visits and Enrichment Experiences		RE trip		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1 Instructions	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> -using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using the perfect form of verbs to mark relationships of time and cause <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing -using semi-colons, colons or dashes to mark boundaries between independent clauses -proof-read for spelling and punctuation errors 	<p>To know the key features of an instruction text.</p> <p>To know what time adverbials are.</p> <p>To know what parenthesis.</p> <p>To know how to use organisational and presentational devices to structure a text and to guide the reader.</p> <p>To know what adverbs are and how they can be used within the context of instructions.</p> <p>To know how to use colons to introduce a list.</p> <p>To know how to use commas to avoid ambiguity.</p> <p>To know how to use semi-colons to mark boundaries between independent clauses and for a list.</p>	<p>To identify the key features of an instruction text in comparison to other pieces of writing.</p> <p>To use time adverbials at the beginning of sentences to build cohesion within writing.</p> <p>To apply knowledge of structure of instructions to own writing.</p> <p>To use colons to introduce a list.</p> <p>To use semi-colons to mark boundaries between independent clauses and in a list.</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use a thesaurus.</p>
	2 Formal Letter	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence 	<p>To know the key features of a formal letter.</p> <p>To know the difference between formal and informal language.</p> <p>To know how to maintain formality throughout a piece of writing.</p> <p>To know how to use sub-heading to guide the reader.</p> <p>To know how to punctuate bullet points accurately.</p> <p>To know how to build cohesion within and across paragraphs.</p>	<p>To identify the key features of a formal letter in comparison to other pieces of writing.</p> <p>To use time adverbials at the beginning of sentences to build cohesion within writing.</p> <p>To apply knowledge of structure of instructions to own writing.</p> <p>To use colons to introduce a list.</p> <p>To use semi-colons to mark boundaries between independent clauses and in a list.</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use a thesaurus.</p> <p>To use formal language.</p>

		<p>-using the perfect form of verbs to mark relationships of time and cause</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing -using brackets, dashes or commas to indicate parenthesis -using semi-colons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list -punctuating bullet points consistently <p>-proof-read for spelling and punctuation errors</p>		
	<p style="text-align: center;">3 Newspaper report</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>evaluate and edit by:</p> <ul style="list-style-type: none"> -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing -using brackets, dashes or commas to indicate parenthesis -using semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> To know the key features of a newspaper report. To know the layout features of a newspaper report. To know how to write a concise introduction including the 5Ws. To know the difference between reported and direct speech. To know how to build cohesion within and across paragraphs to guide the reader. To know what pictures and captions are. To know how to maintain formality throughout a newspaper report. To know how to use formal language. 	<ul style="list-style-type: none"> To identify the key features of a newspaper report in comparison to other pieces of writing. To use time adverbials at the beginning of sentences to build cohesion within writing. To apply knowledge of structure of instructions to own writing. To use colons to introduce a list. To use semi-colons to mark boundaries between independent clauses and in a list. To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus. To use formal, factual language. To use direct and indirect quotes.



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		<ul style="list-style-type: none">-using a colon to introduce a list-punctuating bullet points consistently-proof-read for spelling and punctuation errors		
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	<p>4 Film commentary</p>	<p>To plan writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>To draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>To evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>To proofread for spelling and punctuation errors</p>	<p>To know the key features of a film commentary. To know how to maintain formality throughout a piece of writing. To know how to use sub-heading to guide the reader. To know how to build cohesion within and across paragraphs. To know how to use persuasive language. To know how to describe settings concisely.</p>	<p>To identify the key features of a film commentary in comparison to other pieces of writing. To use time adverbials at the beginning of sentences to build cohesion within writing. To apply knowledge of structure of instructions to own writing. To use colons to introduce a list. To use semi-colons to mark boundaries between independent clauses and in a list. To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus.</p>
	<p>5 Non- chronological report</p>	<p>To plan writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary. <p>To draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>To proofread for spelling and punctuation errors</p> <p>To develop understanding of the concepts set out in English appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>To know the key features of a non-chronological report. To know how to research information and make notes for a non-chronological report. To know how to use organisational and presentational devices to structure the text and guide the reader. To know how to build and maintain cohesion within and across paragraphs.</p>	
<p>SPaG / Phonics</p>	<p>1 2</p>	<p>To develop understanding of the concepts set out in English Appendix 2 by:</p>	<p>To know the different types of word classes (nouns, verbs, adjectives,</p>	<p>To identify word classes within sentences.</p>

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	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p><input type="checkbox"/> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p><input type="checkbox"/> using passive verbs to affect the presentation of information in a sentence</p> <p><input type="checkbox"/> using the perfect form of verbs to mark relationships of time and cause</p> <p><input type="checkbox"/> using expanded noun phrases to convey complicated information concisely</p> <p><input type="checkbox"/> using modal verbs or adverbs to indicate degrees of possibility</p> <p><input type="checkbox"/> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p><input type="checkbox"/> learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p><input type="checkbox"/> using commas to clarify meaning or avoid ambiguity in writing</p> <p><input type="checkbox"/> using hyphens to avoid ambiguity</p> <p><input type="checkbox"/> using brackets, dashes or commas to indicate parenthesis</p> <p><input type="checkbox"/> using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p><input type="checkbox"/> using a colon to introduce a list</p> <p><input type="checkbox"/> punctuating bullet points consistently</p> <p><input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>prepositions and pronouns).</p> <p>To know what expanded noun phrases are.</p> <p>To know what adverbs are and how they are used to indicate manner, place, time, frequency, degree and level of certainty.</p> <p>To know what determiners and articles are (difference between a and an).</p> <p>To know the difference between a phrase and a clause (main and subordinate clauses).</p> <p>To know the different sentence types (simple, compound and complex).</p> <p>To know the different types of conjunctions and what sentences they are found in.</p> <p>To know the difference between direct and indirect speech. To know the punctuation rules for writing speech.</p> <p>To know the difference between statements, questions and commands.</p> <p>To know when to use an apostrophe (contraction, omission or plural).</p> <p>To know how to use a colon to introduce a list.</p> <p>To know when to use a colon to mark boundaries between independent clauses.</p> <p>To know what synonyms are.</p> <p>To know how to use semi-colons to mark boundaries between two independent clauses.</p> <p>To know what antonyms are.</p> <p>To know what hyphens are and when to use a hyphen.</p> <p>To know what dashes are and when to use them within writing.</p> <p>To know what active and passive voice are.</p> <p>To know what subjunctive form is.</p> <p>To understand what standard English is.</p>	<p>To use a thesaurus to change words within a sentence.</p> <p>To identify and use expanded noun phrases to convey complicated information concisely.</p> <p>To use adverbs to indicate manner, time, place, frequency and level of certainty within a sentence.</p> <p>To identify determiners and articles within sentences and use the correct determiner (a or an).</p> <p>To identify whether a sentence is a phrase or a clause.</p> <p>To explain grammatical terminology.</p> <p>To identify whether a sentence is simple, compound or complex. To explain the difference between main and subordinate clauses.</p> <p>To identify conjunctions within a sentence.</p> <p>To use the correct punctuation for speech.</p> <p>To identify direct and indirect speech within writing.</p> <p>To use the correct punctuation for statements, questions and commands and identify within writing.</p> <p>To apply knowledge of apostrophes to writing.</p> <p>To apply the use of colons within writing to introduce a list and to mark boundaries within a sentence.</p> <p>To use a thesaurus to find synonyms.</p> <p>To identify synonyms within sentences.</p> <p>To apply the use of semi-colons within writing to separate two independent clauses.</p> <p>To use a thesaurus to find antonyms.</p> <p>To identify antonyms and synonyms within sentences.</p> <p>To identify whether a sentence is written in active or passive voice.</p> <p>To identify the subjunctive form within a sentence</p>
Guided Reading	Weekly	<ul style="list-style-type: none"> • Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes morphology and etymology, both to read aloud and to understand the meaning of new words that they meet. • maintain positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • -distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • 2a give / explain the meaning of words in context • 2b retrieve and record information / identify key details from fiction and non-fiction • 2c summarise main ideas from more than one paragraph • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2e predict what might happen from details stated and implied • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text <p>See additional planning.</p>	
Maths	I	<p><u>Percentages</u></p> <p>Converting fractions to percentages To recall and use equivalences</p>	Use a range of strategies to convert fractions to percentages.	Solve a range of problems and puzzles involving fractions,

		<p>between simple FDP including in different contexts.</p> <p>Equivalent FDP - To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Multi-step problems with fractions and percentages</p>	<p>Find equivalent fractions, decimals and percentages, and convert between them.</p> <p>Order and compare decimals, percentages and fractions, including those which are greater than 1.</p> <p>Know strategies to solve multi-step problems with fractions and percentages.</p>	<p>decimals and percentages.</p>
		<p>Measure – imperial and metric measures</p> <p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>convert between miles and kilometres</p>	<p>read, write and recognise all metric measures for length, mass and capacity</p> <p>Convert between metric units of measurement, including measurements that involve decimals.</p> <p>solve a range of problems using all four operations in the context of metric measures. learn the 5 : 8 ratio between miles and kilometres</p>	<p>To solve problems involving imperial and metric measures.</p>
	2	<p>Measure – perimeter, area and volume</p> <p><input type="checkbox"/> recognise that shapes with the same areas can have different perimeters and viceversa</p> <p><input type="checkbox"/> recognise when it is possible to use formulae for area and volume of shapes</p> <p><input type="checkbox"/> calculate the area of parallelograms and triangles</p> <p><input type="checkbox"/> calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units[for example, mm³ and km³].</p>	<p>find the area of shapes by counting individual squares</p> <p>apply their knowledge of perimeter to find missing lengths and will calculate the area of squares, rectangles and rectilinear shapes.</p> <p>Calculate the area of a parallelogram.</p> <p>Calculate the areas of a triangle.</p> <p>apply their knowledge of area to solve problems, in particular when calculating the area of a composite shape or when finding missing measurements for a given area.</p> <p>calculate the volume of cuboids</p>	<p>Solve problems involving perimeter, area and volume.</p>
	3	<p>Geometry – properties of shapes</p> <p>*Draw 2-D shapes using given dimensions and angles</p> <p>* Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>*Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>* Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>* Recognise, describe and build simple 3-D shapes, including making nets</p>	<p>To know the names of 2D shapes.</p> <p>To know how to compare and classify 2D shapes based on properties.</p> <p>To know what a polygon is.</p> <p>To know how to draw 2D shapes using given dimensions.</p> <p>To know the rules of angles.</p> <p>To know the parts of a circle. To know that the diameter is twice the radius.</p>	<p>To solve problems involving 2D shapes.</p> <p>To solve problems involving angles.</p> <p>To solve problems involving circles.</p>
	4	<p>Statistics</p> <p>* Calculate and interpret the mean as an average</p> <p>* Interpret and construct pie charts and line graphs and use these to solve problems</p>	<p>To know what the mean is.</p> <p>To know how a pie chart works.</p> <p>To know how to draw a pie chart.</p> <p>To know how to calculate fractions and percentages.</p>	<p>To solve problems involving statistics.</p>
	5			
Science	1	<p>Light</p> <p>- 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</p>	<p>To know the parts of the eye.</p> <p>To know that we see things through our eyes because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>To draw and label parts of the eye accurately.</p> <p>To explain the different parts of the eye and why they are important.</p>
	2	<p>Light</p> <p>- recognise that light appears to travel in straight lines</p> <p>- 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</p> <p>- 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</p>	<p>To know that light travels in a straight line from light sources to our eyes and from light sources to objects and then to our eyes.</p>	<p>To draw scientific diagrams to explain how light travels.</p>
	3	<p>Light</p> <p>- recognise that light appears to travel in straight lines</p> <p>- 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</p> <p>- 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</p>	<p>To know that mirrors reflect light and to know how they help us see objects.</p>	<p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>To take measurements, using a range of scientific equipment,</p>

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				with increasing accuracy and precision, taking repeat readings when appropriate.
	4	Light - recognise that light appears to travel in straight lines	To know what refraction is. To know how refraction changes the direction in which light travels. To know what a prism is and how it changes a ray of light.	To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
	5	Light - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them - 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 Light - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them - 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	To know how light enables us to see colour. To know how shadows are formed. To know why shadows have the same shape as the object that casts them.	To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
RE	1	The ongoing skills and attitudes listed are central to the study of Religion and World Views and should be reflected in learning opportunities, throughout all stages of learning. These also link to our 'My Personal Best' and 'No Outsiders' work.	To know what sacraments are and why they are important to Christians. To know what denominations are.	
	2		To know what the main features of a baptism are. To know how these features are practised in different Christian denominations. To know the similarities and differences between baptisms performed by different denominations.	
	3		To know what the last supper is. To know what the Eucharist is. To know the links between the last supper and the eucharist in the church. To know what holy communion is.	
	4		To know the different types of prayer. To know the different ways that Christians worship collectively. To know what liturgical, non-liturgical and informal worship are. To know what the Lord's Prayer is.	
	5		Consolidation	
PE Dance And swimming	1-5	Dance perform dances using a range of movement patterns. compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming Swimming and water safety	Dance: Pupils can perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic. Key Success Criteria Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences. Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance. Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances. Swimming Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke	
Geography and History	1	History – Tudors and the Royal Family -a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	To know some features of schooling during this time.	Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

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	2		To know some features of crime and punishment during this time	Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
	3		To know why people believed in witches during this time and what happened during a witch hunt	Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
	4		To know similarities and differences between Tudor life and life today. Compare the use of Westminster Palace during Tudor times and how it is used today. Locate Westminster Palace on a map.	Make comparisons between changes from different times in the past Compare beliefs and behaviour with another time studied Use an OS map.
	5		To know the key events of the Tudor period	Place current study on time line in relation to other studies Use relevant dates and terms
Art and Design (1 full afternoon fortnightly)	2	Art and design – Hans Holbein Pupils should be taught: <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history.	To demonstrate a wide variety of ways to make different marks with dry and wet media. To demonstrate a range of different methods to apply colour using a variety of tools and techniques to express mood or emotion, with increasing independence	Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media, using a sketchbook Choose appropriate paint, paper and implements to adapt and extend their work.
	4		To know how to build up layers, colours and textures.	Show an awareness of how paintings are created (composition). Demonstrate a wide variety of ways to make different marks with dry and wet media.
	5		To know how to evaluate their work analytically to adapt, extend and justify their work.	Develop ideas using different or mixed media, using a sketchbook Choose appropriate paint, paper and implements to adapt and extend their work. Show an awareness of how paintings are created (composition). Evaluate the impact their work has on other people and adapt if necessary

Design Technology	Day 1	<p>Design -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>To know which tools to use for specific products with support To understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkage To understand how key events and individuals in DT have helped shaped the world To know how carrying out research, using surveys, interviews, questionnaires and web-based resources can be used to create products and how to use this research to target a specific group of people. To identify the needs, wants, preferences and values of particular individuals and groups. To know how to develop a simple design specification to guide their thinking To know how to predict and assess the level of risk in different situations.</p>	<p>Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests to inform a new design To understand what a risk is.</p>
PSHE Keeping and Staying Healthy & A World Without Judgement	<p>1</p> <hr/> <p>2</p> <hr/> <p>3</p> <hr/> <p>4</p> <hr/> <p>5</p> <hr/> <p>6</p> <hr/> <p>7</p>	<p>All schools should make provision for PSHE, drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.</p> <p>The current sex and relationships education statutory guidance includes personal, social, health and economic education (PSHE).</p>	<p>To know the terms conception and reproduction. To know and understand the male and female reproductive systems. To know about how a baby is made. To know about the stages of pregnancy.</p>	<p>To explain the terms conception and reproduction.</p> <p>To understand the functions of the male and female reproductive organs.</p> <p>To understand the different stages in pregnancy.</p> <p>To understand the differences in males and females.</p> <p>To understand how bodies grow and develop.</p>
Computing	<p>1</p> <hr/> <p>2</p> <hr/> <p>3</p> <hr/> <p>4</p> <hr/> <p>5</p>	<p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>To know the difference between the World Wide Web and the internet. To know how the school network works. To know who Tim Berners-Lee is. To know some major changes in technology which have taken place during their lifetime and the lifetime of an adult.</p>	<p>Explain in some depth the difference between the internet and the World Wide Web. Explain what a WAN and LAN are. Describe how they access the Internet in school.</p>



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