

Autumn 2- Year 6 Medium term plan

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	By the end of the unit children will know...
Science Energy: Light and reflection	<p>New Core Knowledge I know that light enters the eye through the pupil. I know that a light bulb is luminous because it produces its own light</p> <p>Key Vocabulary Pupil - The black part in the centre of your eye that gets bigger or smaller to control how much light enters Luminous - An object that gives off its own light, like the Sun or a light bulb.</p> <p>Outline of Main Tasks Label a diagram of the eye. Luminous and non-luminous sorting experiment</p>	<p>New Core Knowledge I know that light never stops when it reaches a surface—it may reflect, pass through, or change direction. I know that the ray of light that hits a surface is called the incident ray</p> <p>Revisiting Core Knowledge I know that light enters the eye through the pupil. I know that a light bulb is luminous because it produces its own light</p> <p>Key Vocabulary Reflect - When light bounces off a surface, like a mirror or shiny object. Incident ray - A beam of light that hits a surface before it bounces off.</p> <p>Outline of Main Tasks Complete the 3 diagrams for light hitting a mirror (reflection), glass (refraction) and an opaque object (absorption)</p>	<p>New Core Knowledge I know that light travels in a straight line. I know that a mirror is a material that reflects light clearly. I know that when light reflects off a mirror, the angle of incidence equals the angle of reflection—so as angle 1 increases, angle 2 increases by the same amount.</p> <p>Revisiting Core Knowledge I know that light never stops when it reaches a surface—it may reflect, pass through, or change direction. I know that the ray of light that hits a surface is called the incident ray.</p> <p>Key Vocabulary Incidence- The angle at which a light ray hits a surface. Reflection- The bouncing back of light from a surface, like when you see yourself in a mirror.</p> <p>Outline of Main Tasks Complete the experiment log for an experiment using torches and mirrors to show the angle of incidence and reflection (diagrams)</p>	<p>New Core Knowledge I know that a correctly aligned periscope uses mirrors at 45° angles to reflect light from one end to the other.</p> <p>Revisiting Core Knowledge I know that light travels in a straight line. I know that a mirror is a material that reflects light clearly. I know that when light reflects off a mirror, the angle of incidence equals the angle of reflection—so as angle 1 increases, angle 2 increases by the same amount.</p> <p>Key Vocabulary Periscope- A tool that uses mirrors to let you see over or around things.</p> <p>Outline of Main Tasks Use the periscope model to explore the angle of the mirrors to make this equipment functional. Create a blue print plan for the periscope for a submarine.</p>	<p>New Core Knowledge I know that in a shadow experiment, the further away the shape is from the screen, the smaller the shadow becomes.</p> <p>Revisiting Core Knowledge I know that a correctly aligned periscope uses mirrors at 45° angles to reflect light from one end to the other.</p> <p>Key Vocabulary Variable- Something that can change in an experiment, like the brightness of a light or the distance from a mirror.</p> <p>Outline of Main Tasks Create shadow puppets and apply this core learning to plan out the distances to display the puppets to show the correct scale to the piece. Write directors notes to share this information with their team</p>	<p>New Core Knowledge I know that poor lighting placement can cause shadows or glare, making it hard to see, and placing the light above or in front of the person can improve visibility.</p> <p>Revisiting Core Knowledge I know that in a shadow experiment, the further away the shape is from the screen, the smaller the shadow becomes</p> <p>Key Vocabulary Visibility- How clearly you can see something, which depends on how much light is available.</p> <p>Outline of Main Tasks Explore a photographer's guide for taking the perfect picture. Show the examples of different lighting and its effects on the final result.</p>	<p>Core Knowledge 1. I know that light enters the eye through the pupil. 2. I know that light never stops when it reaches a surface—it may reflect, pass through, or change direction. 3. I know that the ray of light that hits a surface is called the incident ray. 4. I know that light travels in a straight line. 5. I know that a mirror is a material that reflects light clearly. 6. I know that when light reflects off a mirror, the angle of incidence equals the angle of reflection—so as angle 1 increases, angle 2 increases by the same amount. 7. I know that a correctly aligned periscope uses mirrors at 45° angles to reflect light from one end to the other. 8. I know that in a shadow experiment, the further away the shape is from the screen, the smaller the shadow becomes. 9. I know that poor lighting placement can cause shadows or glare, making it hard to see, and placing the light above or in front of the person can improve visibility.</p> <p>Core Vocabulary Pupil, luminous, reflect, incident ray, incidence, reflection, periscope, variable, visibility</p>	
History Ancient Greece	<p>New Core Knowledge I know that the main periods in ancient Greek history include the Minoan civilisation, the Dark Ages, and the Classical Golden Age</p>	<p>New Core Knowledge I know that ancient Greece was made up of many city-states, each with its own laws and rulers. I know that Athens was a democracy, while Sparta was an oligarchy.</p>	<p>New Core Knowledge I know that ancient Athens introduced direct democracy, where citizens voted on decisions themselves. I know that Athenian democracy had three parts:</p>	<p>New Core Knowledge I know that ancient Athenian democracy and modern British democracy are different.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge I know that the ancient Greeks believed in 12 main gods, ruled by Zeus, who mostly lived on Mount Olympus. I know that the ancient Greeks honoured their gods by praying in temples and homes,</p>	<p>New Core Knowledge I know that philosophy is the study of knowledge and involves asking deep questions. I know that Aristotle invented the study of logic, and Plato</p>	<p>Core Knowledge 1. I know that the main periods in ancient Greek history include the Minoan civilisation, the Dark Ages, and the Classical Golden Age</p>	

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	<p>Prior unit recap Key Vocabulary Civilisation- A group of people living together with their own rules, buildings, and ways of life</p> <p>Outline of Main Tasks Create a brief time travellers guide for the Ancient Greek history/ time periods detailing – when this period was? What life was like? What were people known for?</p>	<p>Revisiting Core Knowledge I know that the main periods in ancient Greek history include the Minoan civilisation, the Dark Ages, and the Classical Golden Age</p> <p>Key Vocabulary City-state- A city and the land around it that has its own government and laws Oligarchy- A type of government where a small group of people have all the power.</p> <p>Outline of Main Tasks Create a comparison grid for Athens and Sparta outlining the type of government, decision makers, what life was like for the citizens</p>	<p>the assembly, the council, and the courts.</p> <p>Revisiting Core Knowledge I know that ancient Greece was made up of many city-states, each with its own laws and rulers. I know that Athens was a democracy, while Sparta was an oligarchy.</p> <p>Key Vocabulary Democracy – A system where people vote to make decisions Assembly- A group of citizens who met to talk about and vote on important decisions in ancient Athens.</p> <p>Outline of Main Tasks Create a poster outlining the different roles in Athenian democracy – assembly, council and courts.</p>	<p>I know that ancient Athens introduced direct democracy, where citizens voted on decisions themselves. I know that Athenian democracy had three parts: the assembly, the council, and the courts.</p> <p>Key Vocabulary Government- The group of people who make decisions and rules for a country</p> <p>Outline of Main Tasks Write a letter as if you are an Athenian member of the democracy coming to parliament in the UK.</p>	<p>and by holding festivals and sporting events.</p> <p>Revisiting Core Knowledge I know that ancient Athenian democracy and modern British democracy are different</p> <p>Key Vocabulary Mythology- Stories about gods and heroes that explain how the world works. Temple- A special building where people worship gods.</p> <p>Outline of Main Tasks Write a letter to a Greek god inspired by Percy Jackson</p>	<p>developed the Socratic method for teaching.</p> <p>Revisiting Core Knowledge I know that the ancient Greeks believed in 12 main gods, ruled by Zeus, who mostly lived on Mount Olympus. I know that the ancient Greeks honoured their gods by praying in temples and homes, and by holding festivals and sporting events.</p> <p>Key Vocabulary Philosophy – The study of big questions about life, knowledge, and right and wrong. Logic- Thinking clearly and making sense.</p> <p>Outline of Main Tasks Write a summary of the 2 approaches and complete independent challenges to explore this further.</p>		<ol style="list-style-type: none"> I know that ancient Greece was made up of many city-states, each with its own laws and rulers. I know that Athens was a democracy, while Sparta was an oligarchy. I know that ancient Athens introduced direct democracy, where citizens voted on decisions themselves. I know that Athenian democracy had three parts: the assembly, the council, and the courts. I know that ancient Athenian democracy and modern British democracy are different. I know that the ancient Greeks believed in 12 main gods, ruled by Zeus, who mostly lived on Mount Olympus. I know that the ancient Greeks honoured their gods by praying in temples and homes, and by holding festivals and sporting events. I know that philosophy is the study of knowledge and involves asking deep questions. I know that Aristotle invented the study of logic, and Plato developed the Socratic method for teaching. <p>Core Vocabulary Civilisation, city-state, oligarchy, democracy, assembly, government, mythology, philosophy, logic</p>
<p>DT Textiles - Waistcoats</p>	<p>New Core Knowledge I know that the target audience is the group of people the product is aimed at. I know that the target client is the specific person the product is designed for.</p> <p>Key Vocabulary</p>	<p>New Core Knowledge I know that fabric is made from plant, animal, or synthetic fibres. I know that fabric is soft, flexible, and lightweight.</p> <p>Revisiting Core Knowledge I know that the target audience is the group of</p>	<p>New Core Knowledge I know that waterproof material does not allow water to pass through.</p> <p>Revisiting Core Knowledge I know that fabric is made from plant, animal, or synthetic fibres. I know that fabric is soft, flexible, and lightweight.</p>	<p>New Core Knowledge I know that a template is a stencil used to draw the same shape on materials. I know that form refers to the shape of an object.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge I know that measuring accurately is important when making a waistcoat.</p> <p>Revisiting Core Knowledge I know that a template is a stencil used to draw the same shape on materials. I know that form refers to the shape of an object.</p>	<p>New Core Knowledge I know that a seam is the join where two pieces of fabric connect.</p> <p>Revisiting Core Knowledge I know that measuring accurately is important when making a waistcoat.</p>	<p>New Core Knowledge I know how to give advice to someone new to making a waistcoat.</p> <p>Revisiting Core Knowledge I know that a seam is the join where two pieces of fabric connect.</p>	<p>By the end of the unit children will....</p> <ol style="list-style-type: none"> I know that the target audience is the group of people the product is aimed at. I know that the target client is the specific person the product is designed for.

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	<p>Audience- The group of people a product is made for.</p> <p>Outline of Main Tasks Create a short design brief outlining the key elements of the brief</p>	<p>people the product is aimed at. I know that the target client is the specific person the product is designed for.</p> <p>Key Vocabulary Fibre- A thin thread of natural or synthetic material used to make fabric.</p> <p>Outline of Main Tasks Fabric detectives – Sort and categorise fabrics based on their properties – Select the best fabric to use for their waistcoats</p>	<p>Key Vocabulary Waterproof- A material that does not let water pass through.</p> <p>Outline of Main Tasks Investigate which materials are waterproof and which are not. Label how we found this result and how we can apply it to our work.</p> <p>Knowledge revisit from Autumn</p>	<p>I know that waterproof material does not allow water to pass through.</p> <p>Key Vocabulary Template- A shape or pattern used to help cut out fabric accurately.</p> <p>Outline of Main Tasks Design the final piece Create a template to reflect the size and structure of their design.</p>	<p>Key Vocabulary Accuracy- Being exact and correct in measurement or detail.</p> <p>Outline of Main Tasks Big to cut and size the template pieces/ fabric to the model. Measure and label each dimension on the diagram</p>	<p>Key Vocabulary Seam- The line where two pieces of fabric are sewn together.</p> <p>Outline of Main Tasks Begin to sew together the waistcoat – exploring ways to join two fabrics together</p>	<p>Key Vocabulary Evaluate- To think about what went well and what could be improved.</p> <p>Outline of Main Tasks Use the design brief from lesson 1 to evaluate and peer review their finished waistcoats.</p> <p>Assessment end of unit quiz</p>	<ol style="list-style-type: none"> 3. I know that fabric is made from plant, animal, or synthetic fibres. 4. I know that fabric is soft, flexible, and lightweight. 5. I know that waterproof material does not allow water to pass through. 6. I know that a template is a stencil used to draw the same shape on materials. 7. I know that form refers to the shape of an object. 8. I know that measuring accurately is important when making a waistcoat. 9. I know that a seam is the join where two pieces of fabric connect. 10. I know how to give advice to someone new to making a waistcoat.
<p>Music</p> <p>Film music</p>	<p>LO: To appraise different musical features in a variety of film contexts</p> <p>Key Vocabulary Soundtrack – Music used in a film. Emotion – A feeling like happiness or fear. Imagery – Pictures or ideas created by music.</p> <p>Outline of Main Tasks Appraise musical features in different film scenes.</p>	<p>LO: To identify and understand some composing techniques in film music</p> <p>Key Vocabulary Major – A happy-sounding key in music. Minor – A sad or serious-sounding key. Orchestral – Music played by a group of instruments.</p> <p>Outline of Main Tasks Explore composing techniques used in film music.</p>	<p>LO: To use graphic scores to interpret different emotions in film music</p> <p>Key Vocabulary Graphic score – A picture or symbol that shows how music should sound. Pitch – How high or low a sound is.</p> <p>Outline of Main Tasks Use graphic scores to show emotions in music.</p> <p>Knowledge revisit from Autumn</p>	<p>LO: To create and notate musical ideas and relate them to film music</p> <p>Key Vocabulary Notation – Writing down music using symbols. Composition – Creating a piece of music</p> <p>Outline of Main Tasks Compose and notate musical ideas for a film scene.</p>	<p>LO: To play a sequence of musical ideas to convey emotion</p> <p>Key Vocabulary Dynamics – How loud or quiet music is. Tempo – The speed of the music.</p> <p>Outline of Main Tasks Perform a sequence of musical ideas to show emotion.</p> <p>Assessment end of unit quiz</p>			<p>By the end of the unit children will....</p>
<p>French</p> <p>French football championships</p>	<p>LO: To explore French football vocabulary through a variety of language-learning techniques</p> <p>Key Vocabulary Le ballon – The ball Le but – The goal Le joueur – The player L'équipe – The team</p>	<p>LO: To use language detective skills to decode French football player profiles</p> <p>Key Vocabulary Le nom – The name L'âge – The age La position – The position (e.g. goalkeeper, striker) Le club – The club</p>	<p>LO: To describe where a person comes from, using forms of the verb phrase venir de</p> <p>Key Vocabulary Je viens de... – I come from... Il/Elle vient de... – He/She comes from...</p>	<p>LO: To develop reading and comprehension skills in French by answering questions about French footballers</p> <p>Key Vocabulary Lire – To read Comprendre – To understand</p>	<p>LO: To apply knowledge and understanding of French football vocabulary to create a footballer profile in French</p> <p>Key Vocabulary Un profil – A profile Une présentation orale – An oral presentation</p>			<p>By the end of the unit children will....</p>

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	<p>Outline of Main Tasks Explore French football vocabulary using games, songs, and memory techniques.</p>	<p>Outline of Main Tasks Use detective skills to decode French footballer profiles.</p>	<p>La ville – The city Le pays – The country</p> <p>Outline of Main Tasks Learn to say where someone comes from using “venir de”.</p> <p>Knowledge revisit from Autumn</p>	<p>Répondre – To answer Les questions – The questions</p> <p>Outline of Main Tasks Develop reading and comprehension skills by answering questions about footballers.</p>	<p>Prononciation – Pronunciation Décrire – To describe</p> <p>Outline of Main Tasks Create and present a footballer profile in French.</p> <p>Assessment end of unit quiz</p>			
<p>Computing</p> <p>Bletchley Park and the history of computers</p>	<p>LO: To understand there are many different types of secret codes</p> <p>Key Vocabulary Code – A system of symbols or rules used to send messages secretly. Cipher – A way of changing letters or numbers to hide a message.</p> <p>Outline of Main Tasks Explore different types of secret codes and how they work.</p>	<p>LO: To understand the importance of having a secure password</p> <p>Key Vocabulary Brute force hacking – Trying many passwords until the right one is found. Password – A secret word or phrase used to keep information safe.</p> <p>Outline of Main Tasks Learn about brute force hacking and why secure passwords matter.</p>	<p>LO: To recognise the importance of the history of computers and create well-researched presentation</p> <p>Key Vocabulary Enigma – A famous code machine used in WWII. Alan Turing – A key figure in cracking codes and developing computers.</p> <p>Outline of Main Tasks Research the history of computers and present findings.</p> <p>Knowledge revisit from Autumn</p>	<p>LO: To design a computer of the future</p> <p>Key Vocabulary Innovation – A new idea or invention. Design – A plan or drawing showing how something will work.</p> <p>Outline of Main Tasks Design a computer of the future with creative features.</p>	<p>LO: To create an audio advert for a future computer</p> <p>Key Vocabulary Audio advert – A sound recording used to promote something. Editing – Changing or improving a recording.</p> <p>Outline of Main Tasks Create an audio advert for the future computer.</p> <p>Assessment end of unit quiz</p>			<p>By the end of the unit children will....</p>

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<p>PSHE</p> <p>Health and wellbeing</p>	<p>LO: To identify long term goals and how to work towards them</p> <p>Key Vocabulary Goal – Something you want to achieve. Motivation – What helps you keep going.</p> <p>Outline of Main Tasks Set long-term goals and explore how to achieve them.</p>	<p>LO: To use mindfulness to manage emotions</p> <p>Key Vocabulary Mindfulness – Paying attention to your thoughts and feelings calmly. Emotion – A feeling like joy or anger.</p> <p>Outline of Main Tasks Use mindfulness to manage emotions.</p>	<p>LO: To understand and plan for a healthy lifestyle</p> <p>Key Vocabulary Wellbeing – Feeling healthy and happy. Lifestyle – The way you live, including food and exercise.</p> <p>Outline of Main Tasks Plan for a healthy lifestyle.</p> <p>Knowledge revisit from Autumn</p>	<p>LO: To understand the potential impact of technology on physical and mental health</p> <p>Key Vocabulary Screen time – Time spent using devices. Balance – Having a healthy mix of activities.</p> <p>Outline of Main Tasks Understand how technology affects health.</p>	<p>LO: To reflect on skills they have developed to identify and respond to difficult situations</p> <p>Key Vocabulary Resilience – Being able to bounce back from problems. Coping strategies – Ways to deal with challenges.</p> <p>Outline of Main Tasks Reflect on resilience and how to handle tough situations.</p>	<p>LO: To understand ways that we can help prevent ourselves and other becoming ill</p> <p>Key Vocabulary Vaccination – A medicine that protects you from illness. Hygiene – Keeping clean to stay healthy.</p> <p>Outline of Main Tasks Learn how to prevent illness through healthy habits.</p>	<p>LO: To understand what happens when we are ill and begin to understand when to seek support</p> <p>Key Vocabulary Symptoms – Signs that you might be ill. Support – Help from others when you need it.</p> <p>Outline of Main Tasks Understand signs of illness and when to seek help.</p> <p>Assessment end of unit quiz</p>	<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> • Describe qualities or values they want to develop and create achievable goals. • Describe the importance of relaxation and suggest different strategies. • Describe how they take care of their physical wellbeing. • Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. • Describe what resilience is, why it is important and some useful resilience strategies. • Understand how vaccination works and why it is important to individuals. • Understand that habits can be good or bad for health. • Understand that changes in their body could indicate illness and know what to do if they notice them.
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<p>RE Oak Academy</p>	<p>LO: To explain how Sikhs have contributed to British history and why some places in the UK have large Sikh communities</p> <p>Key Vocabulary Community - a group of people who share common interests and values Service - the act of helping or doing work for others, often to support a community or cause British Empire - a group of countries that were controlled or ruled by Britain Gurdwara - a Sikh place of worship, where people gather to pray, learn, and share meals together</p> <p>Outline of Main Tasks Use facts from the lesson to write a paragraph using the sentence starters on Task B.</p>	<p>LO: To understand the meaning of Khalsa and explain how it created a special identity for Sikhs</p> <p>Key Vocabulary Guru Gobind Singh - the tenth and final human Guru in Sikhi who started the Khalsa Khalsa - a special group of Sikhs who promise to live honestly, help others, and follow the Sikh religion closely Sacrifice - giving up something important or special for a good cause or to help others</p> <p>Outline of Main Tasks Create a story board/ comic strip for the story of Khalsa. Write a paragraph to express why this is a special identity for Sikhs</p>	<p>LO: To describe the taking Amrit shows commitment to the teaching of the Sikh gurus</p> <p>Key Vocabulary Amrit - a holy drink used in a special ceremony, also called Amrit, to show commitment to God and to becoming a true Sikh Commitment - a promise to keep doing something, even when it's hard, because you believe it is important Singh - means 'lion' and is a name given to Sikh men during the Amrit ceremony to show bravery and equality Kaur - means 'princess' and is a name given to Sikh women during the Amrit ceremony to show dignity and strength</p> <p>Outline of Main Tasks Write an explanation of the Amrit ceremony</p> <p>Knowledge revisit from Autumn</p>	<p>LO: To describe how Sikh practices have deeper meanings</p> <p>Key Vocabulary Kesh - the practice of Sikhs keeping their hair uncut, as a sign of respect for the body as a gift from God Kanga - a small wooden comb that Sikhs wear to keep their hair clean and tidy, showing respect for the body and their faith Kachera - special cotton undergarments worn by Sikhs as a symbol of modesty, cleanliness, and self-control Modesty - dressing and acting in a way that is respectful and not showing off</p> <p>Outline of Main Tasks Write a letter to a friend to explain to them the deeper meanings and practices of Sikh people</p>	<p>LO: To explain how the Kara shows what is important in the Sikh faith</p> <p>Key Vocabulary Kara - the steel bracelet worn by Sikhs Symbol - something that represents a deeper meaning Seva - helping others selflessly, an important Sikh value</p> <p>Outline of Main Tasks Create a poster to share with people who may not be familiar with the Kara to help them understand who wears it, its meaning and the significance it holds for the Sikh faith</p>	<p>LO: To explain how Sikhs contribute to the UK and how some face discrimination</p> <p>Key Vocabulary Contribution - the act of giving or adding something Turban - a traditional head covering worn by many Sikh men and women as part of their faith Beliefs - strongly held ideas or opinions, especially those connected to religion or values Discrimination - when someone is treated unfairly or badly because of their religion, race, gender or appearance</p> <p>Outline of Main Tasks Write a letter to another year group in school to explain to them some difficulties that Sikh people living in the UK might encounter and what we can do as citizens to prevent this in our community.</p> <p>Assessment end of unit quiz</p>		<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> To explain how Sikhs have contributed to British history and why some places in the UK have large Sikh communities To understand the meaning of Khalsa and explain how it created a special identity for Sikhs To describe the taking Amrit shows commitment to the teaching of the Sikh gurus To describe how Sikh practices have deeper meanings To explain how the Kara shows what is important in the Sikh faith To explain how Sikhs contribute to the UK and how some face discrimination
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