

# Year 6 – Spring 2 Medium term plan

| Subject   | WK1  | WK2   | WK3   | WK4   | Consolidation week   | By the end of the unit children will know...   |
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| <b>Science</b><br><br><b>Energy: Circuits, batteries and switches</b> | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that a motor has a specific symbol in a circuit diagram.</li> <li>I know that a cell has a symbol with one long and one short line.</li> <li>I know that a circuit diagram with a bulb and switch could represent a torch.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Circuit</b> – An electrical loop with a power source and at least one component<br/> <b>Model</b> – Something that is used to represent something else<br/> <b>Circuit diagram</b> – A type of scientific drawing to show the components and layout of an electrical circuit</p> <p><b>Outline of Main Tasks</b><br/>           Create a range of circuit diagrams and test using real-life components to ensure they work effectively.<br/>           Create a circuit symbol key to support future learning.</p> | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that adding more components to a circuit increases resistance.</li> <li>I know that adding another bulb to a circuit will make the bulbs dimmer.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Anomaly</b> – a result that does not fit the pattern<br/> <b>Component</b> – A part of an electrical circuit<br/> <b>Resistance</b> – Something that slow the flow of current/ electrical charge in a circuit.</p> <p><b>Outline of Main Tasks</b><br/>           Complete an investigation regarding the number of components, recording the effects of this on the circuit’s efficacy</p> | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that two 1.5 V cells provide a total of 3 V.</li> <li>I know that adding more cells to a circuit increases voltage, current, and brightness.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Cell</b> – A single power source that is portable.<br/> <b>Voltage</b> – the measure of how much energy is carried by electrical charge; the ‘push’ from the power source</p> <p><b>Outline of Main Tasks</b><br/>           Complete a practical investigation regarding the size of cells and their voltage.</p>  | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that a switch is not required for a circuit to work, but a power source, component, and complete loop are.</li> <li>I know that a switch can complete or break a circuit and must be made of conducting materials.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Lux</b> – the unit of brightness or intensity</p> <p><b>Outline of Main Tasks</b><br/>           Use a voltmeter to explore how voltage affects the brightness of bulbs in a circuit</p>  | <p><b>Outline of Main Tasks</b><br/>           Create a plan for a supportive item to allow children to travel around Hensingham safely in the dark. Use all of their learning so far to create a product design, accompanied by circuit diagram and explanation of the key elements and how the voltage will be impacted by their design.</p> | <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that a motor has a specific symbol in a circuit diagram.</li> <li>I know that a cell has a symbol with one long and one short line.</li> <li>I know that a circuit diagram with a bulb and switch could represent a torch.</li> <li>I know that adding more components to a circuit increases resistance.</li> <li>I know that adding another bulb to a circuit will make the bulbs dimmer.</li> <li>I know that two 1.5 V cells provide a total of 3 V.</li> <li>I know that adding more cells to a circuit increases voltage, current, and brightness.</li> <li>I know that a switch is not required for a circuit to work, but a power source, component, and complete loop are.</li> <li>I know that a switch can complete or break a circuit and must be made of conducting materials.</li> </ol>  |
| <b>History</b><br><br><b>Anglo-Saxons</b>                             | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that the Anglo-Saxons came from Denmark, Germany, and the Netherlands.</li> <li>I know that the main Anglo-Saxon tribes were the Angles, Saxons, and Jutes.</li> <li>I know that the Anglo-Saxon ‘heptarchy’ was made up of seven kingdoms.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Angles</b> – A group of people from Southern Denmark<br/> <b>Invasion</b> – Entering another country to take control<br/> <b>Settler</b> – A person who moves to a new country and stays there</p> <p><b>Outline of Main Tasks</b><br/>           Use our knowledge to help write cause and consequence sentences using the sentence stem ‘Because ....., ... happened’.</p>  | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that most Anglo-Saxon houses were made from wattle and daub, wood, and had thatched roofs.</li> <li>I know that the discovery at Sutton Hoo shows the Anglo-Saxons had skilled craftsmen and traded with other parts of the world.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Settlement</b> – A place where a community of people live.</p> <p><b>Outline of Main Tasks</b><br/>           Explore the range of settlements in Anglo-Saxon life. Use sources from Sutton Hoo to help create a sample map of an imagined Anglo-Saxon settlement</p>                                     | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that Christianity was spread in Anglo-Saxon Britain by missionaries who came to teach people about Christian beliefs.</li> <li>I know that Christian missionaries in Anglo-Saxon Britain included St Augustine, St Aidan, and St Columba.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Christian saint</b> – A person recognised by the Catholic Church for their closeness to God, including messengers, healers and doers of good.</p> <p><b>Outline of Main Tasks</b><br/>           Write a diary entry to one of the Saints from Anglo-Saxon times to explain your beliefs as an Anglo-Saxon settler</p> | <p><b>New Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that King Alfred was the king of Wessex.</li> <li>I know that King Alfred defeated the Vikings at the Battle of Edington</li> <li>I know that the contenders for the English throne in 1066 were Harold Godwinson, William of Normandy, Harold Hardrada, and Edgar Atheling.</li> </ol> <p><b>Key Vocabulary</b><br/> <b>Bias</b> – When someone prefers one thing, idea, or person over another in a way that is unfair.<br/> <b>Successor</b> – Someone who takes over a position or title from the person before them.</p> <p><b>Outline of Main Tasks</b><br/>           Write a news article about the end of the Anglo-Saxon ruling of king Edward</p> |  | <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>I know that the Anglo-Saxons came from Denmark, Germany, and the Netherlands.</li> <li>I know that the main Anglo-Saxon tribes were the Angles, Saxons, and Jutes.</li> <li>I know that the Anglo-Saxon ‘heptarchy’ was made up of seven kingdoms.</li> <li>I know that most Anglo-Saxon houses were made from wattle and daub, wood, and had thatched roofs.</li> <li>I know that the discovery at Sutton Hoo shows the Anglo-Saxons had skilled craftsmen and traded with other parts of the world.</li> <li>I know that Christianity was spread in Anglo-Saxon Britain by missionaries who came to teach people about Christian beliefs.</li> <li>I know that Christian missionaries in Anglo-Saxon Britain included St Augustine, St Aidan, and St Columba.</li> <li>I know that King Alfred was the king of Wessex.</li> <li>I know that King Alfred defeated the Vikings at the Battle of Edington.</li> <li>I know that the contenders for the English throne in 1066 were Harold Godwinson, William of Normandy, Harold Hardrada, and Edgar Atheling.</li> </ol> |

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| <p style="text-align: center;">DT</p> <p style="text-align: center;">Electricity:<br/>Steady<br/>Hand<br/>Game</p>               | <p><b>New Core Knowledge</b><br/>I know that a product is fit for purpose if it works well for its intended use.<br/>I know that "form over function" means the product looks good but may not work well.<br/>I know that the game helps children develop fine motor skills.</p> <p><b>Key Vocabulary</b><br/><i>Fit for purpose</i> – a product or service that does what it is supposed to.</p> <p><i>Form</i> – The shape and appearance of an object</p> <p><i>Function</i> – The purpose of an object or how the product works</p> <p><b>Outline of Main Tasks</b><br/>Research and analyse a range of children’s toys (to improve fine motor skills). Identify the form and function of each given item</p> | <p><b>New Core Knowledge</b><br/>I know that a circuit must be complete for the buzzer or bulb to work.<br/>I know that a motor is not used in the steady hand game circuit.<br/>I know that a buzzer or bulb gives a clear signal when the wire is touched.</p> <p><b>Key Vocabulary</b><br/><i>Circuit</i> – a collection of components which make an electrical system</p> <p><b>Outline of Main Tasks</b><br/>Using electrical components, create a circuit that would work accurately as a steady hand game. Create a circuit diagram for their finished circuit.</p> | <p><b>New Core Knowledge</b><br/>I know that a perspective drawing shows depth and dimension in design.<br/>I know that the base of the game should be made of card to be strong and stable.</p> <p><b>Key Vocabulary</b><br/><i>Design criteria</i> – A set of instructions or requirements for a project</p> <p><i>Net</i> – A 2D flat shape that can become a 3D shape once assembled</p> <p><b>Outline of Main Tasks</b><br/>Explore a range of steady hand games and identify common features. Use these to create a design. Use both side and top view drawings</p> <p style="background-color: #00FFFF; display: inline-block;">Knowledge revisit from Previous units</p> | <p><b>New Core Knowledge</b><br/>Review – Creation lesson</p> <p><b>Key Vocabulary</b><br/><i>Assemble</i> – to make something by joining separate parts together.</p> <p><i>Tabs</i> – A small piece of paper or material that is attached to the edge of another part</p> <p><i>Stable</i> – An object that does not easily topple over</p> <p><b>Outline of Main Tasks</b><br/>Construct the base of the steady hand game using cardboard. Work using scientific drawings to create their own circuit for each creation.</p> | <p><b>New Core Knowledge</b><br/>I know that testing the circuit regularly ensures all components are connected correctly.</p> <p><b>Key Vocabulary</b><br/><i>Test</i> – To find out whether something works as it should</p> <p><b>Outline of Main Tasks</b><br/>Peer-assess and review the creations against the original design criteria</p>   | <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. I know that a product is fit for purpose if it works well for its intended use.</li> <li>2. I know that "form over function" means the product looks good but may not work well.</li> <li>3. I know that a perspective drawing shows depth and dimension in design.</li> <li>4. I know that a circuit must be complete for the buzzer or bulb to work.</li> <li>5. I know that a motor is not used in the steady hand game circuit.</li> <li>6. I know that the game helps children develop fine motor skills.</li> <li>7. I know that testing the circuit regularly ensures all components are connected correctly.</li> <li>8. I know that a buzzer or bulb gives a clear signal when the wire is touched.</li> <li>9. I know that the base of the game should be made of card to be strong and stable.</li> </ol> |
| <p style="text-align: center;">Music</p> <p style="text-align: center;">Theme<br/>and<br/>variation<br/>(Theme:<br/>Pop art)</p> | <p><b>LO: To explore the musical concept of theme and variations</b></p> <p><b>Key Vocabulary</b><br/><i>Pop art</i> – A style of art that uses bright colours and bold patterns to depict popular people or objects</p> <p><b>Outline of Main Tasks</b><br/>Work in teams to make a graphic score using vibrant colours for a range of music genres. Explore how the images created reflect the music</p>  | <p><b>LO: To compare different variations in the piece The Young Person’s Guide to the Orchestra</b></p> <p><b>Key Vocabulary</b><br/><i>Ensemble</i> – a group of musicians</p> <p><i>Orchestra</i> – a group of musicians playing classical music on different musical instruments</p> <p><b>Outline of Main Tasks</b><br/>Use the previous lessons graphic scores to create and perform a new composition based on classical music.</p>   | <p><b>LO: To use complex rhythms to be able to perform a theme</b></p> <p><b>Key Vocabulary</b><br/><i>Body percussion</i> – Using the body to make sounds</p> <p><i>Phrase</i> – musical sentence</p> <p><b>Outline of Main Tasks</b><br/>Learn, practice and perform a theme inspired by the work of a variety of pop artists</p>  | <p><b>LO: To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.</b></p> <p><b>Key Vocabulary</b><br/>Rhythmic elements – parts of a longer rhythm</p> <p><b>Outline of Main Tasks</b><br/>Explore the rhythm of a ¾ time signature. Use this understand to help to clap and tap a variety of rhythms.</p>   | <p><b>LO: To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</b></p> <p><b>Key Vocabulary</b><br/>Recap of previous vocabulary</p> <p><b>Outline of Main Tasks</b><br/>Listen to a select a piece of music to use as a theme. present their theme in black and white on one piece of paper and the variations in different colour sections on another piece of paper.</p> | <p><b>By the end of the unit children will...</b></p> <ul style="list-style-type: none"> <li>• Performing rhythms confidently either on their own or in a group.</li> <li>• Identify the sounds of different instruments and discuss what they sound like.</li> <li>• Make reasonable suggestions for which instruments can be matched to which art pieces.</li> <li>• Recall the names of several instruments according to their orchestra sections.</li> <li>• Keep the pulse using body percussion.</li> <li>• Sing with control and confidence.</li> <li>• Name rhythms correctly.</li> <li>• Copy rhythms accurately with a good sense of pulse.</li> <li>• Draw rhythms accurately.</li> <li>• Show a difference between musical variations.</li> <li>• Show creativity in a finished musical product.</li> </ul>   |

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| <p style="text-align: center;">French</p> <p style="text-align: center;">Planning a French holiday</p> | <p><b>LO: To begin using the future tense</b></p> <p><b>Key Vocabulary</b><br/>Je vais – I go/ I am going<br/>Cet ete – this summer</p> <p><b>Outline of Main Tasks</b><br/>create three sentences in French using the structure provided by the writing frame, and then <b>translate their sentences into English</b></p>   | <p><b>LO: To identify and form the present and near future tenses</b></p> <p><b>Key Vocabulary</b><br/>Je vais – I am going<br/>Ils vont – they are going</p> <p><b>Outline of Main Tasks</b><br/>Listen to the native French speakers and match the speech to the statements</p>  | <p><b>LO: To describe which clothes to pack for a holiday</b></p> <p><b>Key Vocabulary</b><br/>Une valise – a suitcase<br/>Dans ma valise, il y a – in my suitcase, there is</p> <p><b>Outline of Main Tasks</b><br/>Create a packing list and accompanying poster for an upcoming trip to France.</p>   | <p><b>LO: To read and understand a story about a summer holiday</b></p> <p><b>Key Vocabulary</b><br/>Encore – again<br/>Rester – to stay<br/>Genial- great</p> <p><b>Outline of Main Tasks</b><br/>Read and summarise a reading text written in French.</p>  | <p><b>LO: To plan a holiday to France</b></p> <p><b>Key Vocabulary</b><br/>Combien de jours? – How many days?<br/>Que vas-tu faire? What are you going to do?</p> <p><b>Outline of Main Tasks</b><br/>Create a travel agents poster outlining all key elements of a trip to France.</p> | <p><b>By the end of the unit children will....</b></p> <ul style="list-style-type: none"> <li>Remember the countries in the world in French.</li> <li>Use a writing model to create a complex sentence.</li> <li>Begin to understand the present and future tense of ‘aller’ in French.</li> <li>Identify the present and future tenses in reading and listening.</li> <li>Label images of clothing correctly.</li> <li>Speak in sentences and write a paragraph.</li> <li>Recognise familiar words and cognates.</li> <li>Begin to understand the gist of the text to be able to answer some questions.</li> <li>Find out information from a range of websites and use this information to plan a holiday.</li> </ul> |
| <p style="text-align: center;">Computing</p> <p style="text-align: center;">Data handling: Part 1</p>  | <p><b>LO: To identify how barcodes and QR codes work</b></p> <p><b>Key Vocabulary</b><br/><i>Bar code</i> – a machine-readable code made of lines and numbers that is printed on an item and then scanned to identify it and its information<br/><i>QR code</i> – A Quick Response code, similar to a bar code, that can be scanned and take people to a specific website or provide information.</p> <p><b>Outline of Main Tasks</b><br/>Use the understanding and knowledge of QR and bar codes to create a brief guide for either shop keepers or elderly people.</p> | <p><b>LO: To know how infrared waves transmit data</b></p> <p><b>Key Vocabulary</b><br/><i>Transmission</i> – The transfer of a data from one digital device to another.<br/><i>Proximity</i> – how near or close something is</p> <p><b>Outline of Main Tasks</b><br/>Create an invention design of a new use for infrared transmission, proximity, barrier or heat detection</p> | <p><b>LO: To recognise how RFID is used</b></p> <p><b>Key Vocabulary</b><br/><i>Chip</i> – where the data is encrypted<br/>Decode – to change a coded message back to information<br/><i>Encrypt</i> – to secure information by converting it into a code of letter, numbers and symbols that cannot be understood by those who do not have access.</p> <p><b>Outline of Main Tasks</b><br/>Complete the data transfer game using a large open space. Write up their findings about data transference.</p> | <p><b>LO: To input and analyse real-world data</b></p> <p><b>Key Vocabulary</b><br/><i>Input</i> – to add data<br/><i>Spreadsheet</i> – A computer program where data can be stored and analysed</p> <p><b>Outline of Main Tasks</b><br/>Using the model of theme parks, explore how data is transferred and utilised in a practical context</p> |   | <p><b>By the end of the unit children will....</b></p> <ul style="list-style-type: none"> <li>Explain why barcodes and QR codes were created.</li> <li>Follow a QR code treasure trail.</li> <li>Explain how infrared can be used to transmit data.</li> <li>Explain how RFID works.</li> <li>Recall the use of RFID chips.</li> <li>Describe real-world uses of RFID.</li> <li>Input data and type formulas into a spreadsheet.</li> <li>Independently sort and analyse spreadsheet data to conclude customer scenarios</li> </ul>  |