

## **SCIENCE**

### **ELECTRICITY**

Pupils should be taught to:

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

Use recognised symbols when representing a simple circuit in a diagram

### **Work Scientifically**

Does adding another battery make any difference?

Does the thickness of the wire affect the brightness of the bulb?

Does the length of wire affect the brightness of the bulb?

### **Identify**

The effect of changing one component at a time in a circuit;

### **Design and make**

A set of traffic lights, a burglar alarm or some other useful circuit.

### **Other teaching ideas**

- Create a light to wear if caving.
- Create a burglar alarm.
- Spot the mistake in a circuit diagram and correct.
- Draw on circuits using correct symbols.

**D and T – 3D structures – Opening Road Bridge.**

## **PHYSICAL EDUCATION**

### **Hockey**

- Display an understanding of fair play, working well with others and leading a large group
- Field, defend and attack tactically by anticipating and reacting to the direction of play.
- Utilise new skills in competitive situations, as an individual or part of a team.

## **COMPUTING**

### **Coding**

- Designing and writing a more complex program that accomplishes a specific goal.
- Introducing functions.
- Vocabulary review.
- Using buttons to showcase work.
- Using 2Code to make a text based adventure

### **E-safety Sessions Objective.**

• 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.

• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

# YEAR 6 SPRING 1

## A VICTORIOUS REVOLUTION

## **ARTS**

### **Art – Wire Sculptures – L.S. Lowry - People**

- Work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.
- Shape, form, model and construct from observation or imagination
- Use recycled, natural and man-made materials to create sculptures
- Plan a sculpture through drawing and other preparatory work

## **HUMANITIES**

Aspect beyond 1066—World War Two

Various enquiries including;

- Why war?
- Who were the key leaders?
- What were the key events?
- How did Britain try and protect itself during the war?
- What was the most and least useful?
- Was the Battle of Britain a success or failure?
- How important was America in the war effort?
- Victory in Europe Day, how was this celebrated?
- Was there peace after the war?

Local History; how was Atherton effected during the war?

Changes in the school's heritage. Using artefacts, timeline and sources

## **FRENCH**

### **Family**

Build on family vocabulary from previous sessions.

Introduce vocabulary for some extended family members. How to talk about household tasks and family-based weekend activities.

The lessons in this unit include sentences in the present and past tense.

The final lesson is a version of the traditional fairy tale 'cinderella', which includes vocabulary from previous lesson in this unit.

By the end of the unit children should be able to:

- Talk and write about what they have done using the perfect past tense with little help.
- Identify third person plural form of common verbs in the present tense, with little help.
- Understand the difference between the two different second person subject pronouns.
- Use words and sentence structures from the unit to create a new sentence with little help.