

DESIGN TECHNOLOGY

TEXTILES

Create 3D products (pg 21) Head gear

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- **Make**
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

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 2

ARTS

Music – The Class Orchestra

- Recognise common time signatures
- Use accents and articulation in dynamics
- Experiment with different sound qualities e.g. acoustic and electronic
- Weave parts and use chords as accompaniments
- Show a deepening awareness of structure

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

A weekend with friends.

This unit will give pupils the opportunity to talk about activities that they like to do with their friends.

Children will learn:

- How to invite others to join in with activities.
- A selection of useful replies that they can use when somebody asks them if they would like to do something.
- Some vocabulary related to sleepovers and midnight feasts, which ties in with the funny story about a sleepover.

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

- Understand the main points, and some detail, of the unit's story in written form.
- Develop and present a simple role-play with little help, adapting some of the questions and answer screen sentences as appropriate.
- Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with little help.
- Take part in a continuous conversation involving longer sentences and opinions.