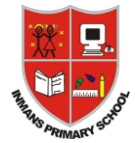




<u>Year group: 6</u>	<u>Term: 2</u>		<u>Enquiry Question: How is England important in Europe?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Drawing – Sketching</u></p> <ul style="list-style-type: none"> – Continue to know how to create sketchbooks to record observations and review and revisit ideas – To know how drawing techniques can be improved using mastery approaches – To create sketches from observations and draw for a sustained period of time. <p><u>Music</u></p> <p><u>Classroom Jazz 2</u> <u>Focal Composer – Duke Ellington</u></p> <p><u>Listen and appraise / History of music</u></p> <ul style="list-style-type: none"> – To know five songs from memory, who sang or wrote them, when they were written and why? – To know the style of the songs and to name other songs in those styles. – To choose three or four songs and be able to talk about: – The style indicators of the songs 	<p>Sketching Shading Tone Texture Dry media Wet media Mixed media Manipulate Line Form Space Genre Style Tradition Variety</p> <p>Style indicators Melody Pulse Rhythm Pitch Tempo Dynamics Timbre</p>	<p><u>Art</u></p> <p><u>Drawing – Sketching</u></p> <ul style="list-style-type: none"> – 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 – Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape – Investigate art, craft and design in the locality and in a variety of genres, styles and traditions – Question and make thoughtful observations about starting points and select ideas and processes to use in their work. <p><u>Music</u></p> <p><u>Classroom Jazz 2</u> <u>Focal Composer – Duke Ellington</u></p> <p><u>Listen and appraise / History of Music</u></p> <ul style="list-style-type: none"> – To identify and move to the pulse with ease – To think about the message of songs – To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. – Listen carefully and respectfully to other people’s thoughts about the music. – Use musical vocabulary when talking about songs.

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	<p>(musical characteristics that give the song their style)</p> <ul style="list-style-type: none"> - The lyrics: what the songs are about - Any musical dimensions features in songs and where they are used - Identify the structure of the songs - Name some of the instruments used in the songs <p>To know about the historical context of songs and understand what else was going on at that time- musically and historically?</p> <p>To know and talk about the fact we each have musical identity.</p> <p><u>Improvising</u></p> <ul style="list-style-type: none"> - To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one, two or three notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>Texture Structure Dimensions of music Introduction Verse Chorus Bridge Hook Riff Solo Unison Harmony Compose Improvise Jazz Ostinato Phrases Bossa Nova</p>	<ul style="list-style-type: none"> - To talk about the musical dimensions working together in the songs. - Talk about the music and how it makes you feel, using musical language to describe the music. <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Improvise using instruments in the context of a song to be performed using up to three notes. - Improvise with a feeling for the style of Bossa Nova and Swing.
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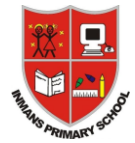
<p>Knowledge & understanding of the world</p>	<p><u>History</u></p> <p><u>How have we rebuilt and changed Britain in the last 75 years?</u></p> <ul style="list-style-type: none"> - Consider some of the ways in which Britain, and British people, were affected by events during the Second World War. - Consider how, by 1946, the lives of British people had been affected by the Second World War. - Understand why British people wanted significant changes in the way British people wanted significant changes in the way Britain was governed at the end of the Second World War. - Consider ways in which the creation of the NHS improved the lives of people in Britain. - Identify ways in which the British Empire changed and how their colonies gained independence. - Explore the reasons for, and the effects of, migration from the Caribbean countries. - Find out why and how new towns were built within the last 50 years. 	<p>Treaties Empire Conscription Rationing Tax Volunteer British command Liberated Travel Transport Industry Post-war Government Mental health Stress Anxiety Depression Churchill Attlee Conservative Labour party Overcrowding Nationalisation Welfare State – Cradle to Grave National Health Service (NHS) Politician Commonwealth countries Windrush Migration</p>	<p><u>History</u></p> <p><u>How have we rebuilt and changed Britain in the last 75 years?</u></p> <ul style="list-style-type: none"> - Children have a good understanding of the causes of an event (e.g. the creation of the NHS), can infer other factors that may have contributed (to the creation of the Commonwealth and the disappearance of the British Empire) and can give examples of consequences on a larger scale. - Children ask meaningful, relevant, and generally open questions and can hypothesise (show thought) to possible answers regarding migration and how this impacted life in Britain. - Children understand that WW2 had a significant impact on their life and the modern world around them. - Children consider aspects that followed the end of WW2 changed and consider culture, economy and politics. - Can children see continuity and changes between time periods they have studied as well as the present day.
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	<p><u>R.E</u> <u>Justice and Freedom- is it fair?</u></p> <ul style="list-style-type: none">- Explore the issues of justice and freedom.- Explore religious teachings of forgiveness and reconciliation.- Look at what freedom means to people of faith <p><u>Christmas Unit</u></p> <ul style="list-style-type: none">- Religious Christmas: Secular Christmas- Is Christmas only for Christians? What does Christmas mean to me?- Know the Christmas story from different perspectives.- Look at other stories which have developed from the gospels (Baboushka, Papa Panov, The Fourth Wise Man). What are the shared themes?- Explore secular/religious Christmas images/icons/poems etc.	<p>Freedom Injustice Justice Forgiveness Reconciliation Community Harmony</p> <p>Christmas Secular Icons Symbols Secularisation Christianity</p>	<p><u>R.E</u> <u>Justice and Freedom- is it fair?</u></p> <ul style="list-style-type: none">- Show understanding of what freedom means to people of faith- Show an understanding of what injustice means.- Show an understanding of the beliefs and feelings of faith members who have experienced injustice.- Identify a religious teaching like forgiveness might have on a believers actions.- Show an understanding of the benefit of reconciliation to community harmony <p><u>Christmas Unit</u></p> <ul style="list-style-type: none">- Retell the Christmas story- Compare and contrast a religious and non-religious Christmas- Talk about the secularisation of Christmas- Explain what Christmas means to them
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	<p><u>French</u></p> <p><u>Let's Go Shopping</u></p> <ul style="list-style-type: none"> - Know to present ideas when speaking to a range of audiences - Know how to use vocabulary, phrases and language structures to speak in more complex sentences about myself and others - Know how to listen and respond to French instructions - Know complex words and phrases in a spoken passage. 	<p>Madame Monsieur Mademoiselle Je voudrais... C'est combien? À bientôt. À la prochaine. À demain.</p>	<p><u>French</u></p> <p><u>Let's Go Shopping</u></p> <ul style="list-style-type: none"> - Present ideas and information orally to a range of audiences - Speak in increasingly complex sentences, using familiar vocabulary, phrases and basic language structures about myself and others - Listen attentively to spoken language and show understanding by joining in, responding and following follow instructions - Understand more complex words and phrases and some key details in a spoken passage.
<p>SMSC</p>	<p><u>Celebrating Difference</u></p> <p>Children are taught that normal is a perception and that disability can affect this. Similarly, children are taught that another person or people can have power over another person: this topic includes bullying behaviours.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - To understand there are different perceptions about what normal means - To understand how having a disability could affect someone's life - To explain some of the ways in which one person or group can have power over another - To know some of the reasons why 	<p>Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind Role model Cerebral palsy Inspire Independent Power Struggle Imbalance Control Harassment Bullying Direct</p>	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> - I can emphasis with people who are living with disabilities - I can be aware of my attitude towards people with disabilities - I can be aware of how it feels to be excluded - I can tell you a range of strategies in managing my feelings in bullying situations - I can appreciate people for who they are - I can show empathy for people in either situation



	<p>people use bullying behaviours</p> <ul style="list-style-type: none"> - To give examples of people with disabilities who lead amazing lives 	<p>Indirect Argument Recipient Sport Accolade Paralympian Perseverance Admiration Stamina</p>	
<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Living Things</u></p> <ul style="list-style-type: none"> - Describe how living things can be divided in to different groups based upon identifiable characteristics - Give reasons for classifying plants and animals based on specific characteristics. - Know that some micro-organisms are harmful and some are useful. <p><u>Computing</u></p> <p><u>Spreadsheets (Unit 6.3)</u></p> <ul style="list-style-type: none"> - Exploring Probability - Use of spreadsheets in 'real life' - Creating a computational model - Use a spreadsheet to plan pocket money spending - Plan a school event 	<p>Classify Key Vertebrates Invertebrates Mammal Bird Reptile Amphibian Fish Micro-organism Bacteria Virus Fungus</p> <p><u>Spreadsheets (Unit 6.3)</u></p> <p>Cell Formula(e) Copy Paste Sort Filter</p>	<p><u>Science</u></p> <p><u>Living Things</u></p> <ul style="list-style-type: none"> - Record data and results of increasing complexity using scientific diagrams, labels and classification keys. - To report and present findings from enquiries, including conclusions, casual relationships and explanations of degree of trust in results, in oral or written form - Identify scientific evidence that has been used to support or refute ideas and arguments. <p><u>Computing</u></p> <p><u>Spreadsheets (Unit 6.3)</u></p> <ul style="list-style-type: none"> - Create a spreadsheet to answer a mathematical question relating to probability. - Take copy and paste shortcuts. - Problem solve using the count tool. - Create a machine to help work out the price of different items in a sale. - Use the formula wizard to create formulae. - Use a spreadsheet to solve a problem.



	<p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> - To take a photographs and sequence them into a 'movie' - To understand the role framing in photography plays in stop motion - To understand that 2Animate orders the photographs into a sequence using onion skin - To evaluate the sequence - To use the wider features of PurpleMash to edit and improve using onion skin - To use a range of programs to achieve a given aim - To add auditory commentary including sound features - To understand the history of animation and its impact upon society - To evaluate the pros and cons of methods for animation 	<p><u>Stop Motion (Bespoke)</u></p> <p>Programs 2Animate Evaluate Onion Skin Auditory Commentary Animation Impact Society Focus Web-based program Narrate Sequence Smooth</p>	<ul style="list-style-type: none"> - Use a spreadsheet to model a real-life situation and come up with solutions. - Make practical use of a spreadsheet to help plan actions - Use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life. <p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> - Focus a photograph using a tablet - Analyse the sequence of photographs so that movement looks 'smooth' - Edit a sequence of photographs to achieve a given aim - Transfer the skills learned in the previous years onto a web-based program - Narrate a story - Choose an appropriate sound effect and/or soundtrack to enhance the sequence - To choose a preferred method for animation
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Dynamic Dance (Unit 6.2)</u></p> <ul style="list-style-type: none"> - Understand the style of street 	<p><u>Dynamic Dance (Unit 6.2)</u></p> <p>Street Dance Canon</p>	<p><u>Physical Development</u></p> <p><u>Dynamic Dance (Unit 6.2)</u></p> <ul style="list-style-type: none"> - Identify and practise the patterns and actions in a



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	<p>dance</p> <ul style="list-style-type: none"> - To learn some street dance moves and devise poses - To explore dance patterns and moving to the beat - To know how to use expressive movements in dance <p><u>Mighty Movers (Unit 6.2)</u></p> <ul style="list-style-type: none"> - To know and understand the basic principles of a good warm-up - To understand how moves can be linked together to perform more complex/challenging moves 	<p>Unison Mirror Match Pose Routine Choreograph Fluency Timing Beat</p> <p><u>Mighty Movers (Unit 6.2)</u></p> <p>Aerobic warm-up Jab Cross jab Jog and roll Boxing twist Duck and dodge, Sidekick Front kick Back kick Jumping jacks Turn Punch</p>	<p>street dance style</p> <ul style="list-style-type: none"> - Demonstrate an awareness of the music's rhythm and phrasing when improvising - Create a dance that represents a street dance style - Work with a partner to create a short dance phrase - Create a dance as a group , using any street dance moves - Work as a group to co-operate and adapt two routines and put them together - Perform and analyse own and others performance <p><u>Mighty Movers (Unit 6.2)</u></p> <ul style="list-style-type: none"> - To compose an aerobic warm-up that raises the heart rate over a sustained time - Demonstrate fluency of moves - Perform complex moves to music - To perform and devise a sequence of movements to music - Demonstrate understanding of boxercise moves and how they can be linked together to make a routine
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<u>Guided Reading text and other linked books</u>	<u>Previous Learning Links</u>	<u>Adaptations to the Curriculum for SEND</u>	<u>Key Questions</u>
Good Night Mr Tom Various non fiction	How has the Victorian period affected our lives?- Year 5 How did WW2 impact the local area? Importance of Ancient Greece. Key time periods previously studied Anglo Saxons, Vikings.	Chunking of the text Visual stimuli Word mats	What are the changes that we have experienced/documentated in the last 75 years? What changes do we think will be made in the next 75 years? How do we think these changes will occur? What do we have to offer as country to Europe? How has Brexit changed things?