

YEAR 6 - SPRING



English		Maths	
<p>Fiction: 'Macbeth' - William Shakespeare Non-fiction: Instructional Texts Poetry: 'The Lady of Shalott' - Lord Tennyson</p>		<p><i>See Busyant Maths Plan</i></p>	
Science	Computing	History	
<p>Key Question/Theme: <i>Electricity</i></p>	<p>Key Question/Theme: <i>You've Got Mail!</i> <i>(Communication and Collaboration)</i></p>	<p>Key Question/Theme: <i>Why did the Shang Dynasty survive for almost six centuries?</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Developing scientific enquiry skills by planning different types of scientific enquiries to answer questions. Taking measurements, using a range of scientific equipment, with increasing accuracy. Recording data and results of increasing complexity. Use test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries. Identifying scientific evidence that has been used to support or refute ideas or arguments. Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Comparing and giving reasons for variations in how components function. Using recognised symbols when representing a simple circuit in a diagram. 	<p>Key Skills:</p> <ul style="list-style-type: none"> Understanding 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 Using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behavior. Identifying a range of ways to report concerns about content and contact. Carrying out tasks such as using an address book to send to multiple recipients, opening and saving received files, attaching files to emails, forwarding messages and using CC and BCC appropriately. 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Historical evidences</u> - To explore the evidence surrounding the Shang rulers. To compare historical and archaeological sources of evidence. <u>Use historical enquiry</u> to deduce what people at this time believed about life after death. <u>Understand the diversity of societies</u> - To interpret written and pictorial sources of how ordinary life was like for people during the Shang Dynasty. 	
PSHE	RE		Art & Design
<p>Key Question/Theme: <i>Living in the Wider World</i></p>	<p>Key Question/Theme: <i>Special Leaders</i></p>		<p>Key Question/Theme: <i>The Shang Dynasty Bronzes</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and 	<p>Key Skills:</p> <ul style="list-style-type: none"> Explaining the practices and lifestyles involved in belonging to a faith community Explaining how some teaching and beliefs are shared between religions. Recognising and expressing feelings about their own identities and relating these to religious beliefs and 		<p>Key Skills:</p> <ul style="list-style-type: none"> Learning about great artists, architects and designers in history. Continuing to create a sketch books to record their observations and use them to revisit their ideas. Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range

<p>strategies to employ in different settings)</p> <ul style="list-style-type: none"> • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • Career (including enterprise, employability and economic understanding) 	<p>teachings.</p> <ul style="list-style-type: none"> • Expressing their own values and remain respectful of those with different values. 	<p>of materials.</p>
Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p>Key Question/Theme: <i>French (Specialist Teacher)</i></p>	<p>Key Question/Theme: <i>PE Skills and Games (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Writing phrases from memory. • Adapting sentences to make new ones. • Expressing ideas clearly. • Describing people, places, things and actions orally and in writing. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.