



Year 6 Spring 1 Curriculum Overview

YEAR GROUP:	6	TERM:	Spring 1
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>LIGHT, EARTH AND SPACE</u></p> <ul style="list-style-type: none"> -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. -Recognise that they need light in order to see things and that dark is the absence of light. -Notice that light is reflected from surfaces. -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 	<p>Taught in Spring 2</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>To know and understand the history of these islands as a coherent and chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<ul style="list-style-type: none"> -To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -To know how to protect my computer or device from

<ul style="list-style-type: none"> -Recognise that shadows are formed when the light from a light source is blocked by an opaque object. -Find patterns in the way that the size of shadows change. -Recognise that appears to travel in straight lines. -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. -Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 			<ul style="list-style-type: none"> <i>harm online.</i> <i>-To recognise trustworthy sources of information on the internet.</i> <i>-To use a broad range of resources online to find exactly what I'm looking for.</i> <i>-To explain the consequences of sharing too much of myself online.</i> <i>-To explain the consequences to myself and others for not communicating kindly and respectfully.</i> <i>-To identify the features of successful blog writing I can understand the importance of commenting on blogs.</i> <i>-To create a story based adventure.</i> <i>-To code a map based text adventure.</i>
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>TEXTILES/COLLAGES</u></p> <ul style="list-style-type: none"> -To use a range of materials creatively to design and make products. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers 	<p>Taught in Spring 2</p>	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p><u>Dance – Motifs and Stimulus</u></p> <ul style="list-style-type: none"> -To perform independent and group choreography set to motifs and stimulus. -To explore critical thinking and development pathways. -To have a sound understanding of dance vocabulary.

<p>and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><i>-show awareness of the potential of the uses of material.</i></p> <p><i>-Use different techniques, colours and textures etc. when designing and making pieces of work.</i></p> <p><i>-To be expressive and analytical to adapt, extend and justify their work.</i></p>		<p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p>	<p>-To have a sound understanding of the bodies capabilities, whilst striving for excellence.</p> <p>-To strengthen core muscles through understanding of engagement, dexterity, basic motor skills and articulation of stretch exercises.</p> <p>-To devise and set choreography independently and as part of a group using alternate choreographic techniques and structures (formations, transitions, cannons, unison, mattox technique)</p>
PSHE	RE	MFL	PE
<p><u>RELATIONSHIPS – EMOTIONAL:</u> <u>CELEBRATE THE PAST AND WELCOME THE FUTURE</u></p> <p>-To be able to use simple relaxation techniques.</p> <p>-To understand the role of exercise in relaxation.</p> <p>-To have reflected on and celebrated my achievements.</p> <p>-To have thought about the future and have plans for success.</p> <p>-To know when I need to ask for help.</p> <p>-To know how to ask for help.</p> <p>-To know who is the best person to ask for help.</p>	<p>Beliefs and Meaning (Christianity)</p> <p><i>-To evaluate different beliefs about eternity and to understand the Christian perspective on this.</i></p>	<p><i>-To write a healthy lifestyle diary to facilitate oral presentation on healthy lifestyles.</i></p> <p><i>-To listen to and understand a recording about healthy lifestyles.</i></p> <p><i>-To read and understand an extended text about healthy lifestyles</i></p>	<p><u>Gymnastics</u></p> <p>-To develop flexibility, strength, technique, control and balance.</p> <p>-To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>-To lead group warm up showing understanding of need for strength and flexibility.</i></p> <p><i>-To demonstrate accuracy, consistency and clarity of movement.</i></p>

<p>-To have extended my vocabulary to enable me to explain both the range and intensity of feelings.</p>			<p><i>-To work independently and in small groups to make up own sequences.</i></p> <p><i>-To arrange own apparatus to enhance work and vary compositional ideas.</i></p> <p><i>-To experience flight on and off of high apparatus.</i></p> <p><i>-To perform increasingly complex sequences.</i></p> <p><i>-To combine own ideas with others to build sequences.</i></p> <p><i>-To compose and practise actions and relate to music.</i></p> <p><i>-To show a desire to improve competency across a broad range of gymnastics actions.</i></p>
--	--	--	--