



Year 6 Spring 2 Curriculum Overview

YEAR GROUP:	6	TERM:	Spring 2
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><u>LOCATIONAL KNOWLEDGE</u></p> <ul style="list-style-type: none"> -To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. -To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). -To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial 	<p>Taught in Spring 1</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

<p>-Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>-Find patterns in the way that the size of shadows change.</p> <p>-Recognise that appears to travel in straight lines.</p> <p>-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.</p> <p>-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.</p> <p>-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>variation and change over time.</p> <p><u>SKILLS AND FIELDWORK</u></p> <p>-To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p><i>harm online.</i></p> <p><i>-To recognise trustworthy sources of information on the internet.</i></p> <p><i>-To use a broad range of resources online to find exactly what I'm looking for.</i></p> <p><i>-To explain the consequences of sharing too much of myself online.</i></p> <p><i>-To explain the consequences to myself and others for not communicating kindly and respectfully.</i></p> <p><i>-To identify the features of successful blog writing I can understand the importance of commenting on blogs.</i></p> <p><i>-To create a story based adventure.</i></p> <p><i>-To code a map based text adventure.</i></p>
<p>ART AND DESIGN</p>	<p>DESIGN AND TECHNOLOGY</p>	<p>MUSIC</p>	<p>PE</p>
<p>Taught in Spring 1</p>	<p>-To 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.</p> <p>-To generate, develop, model and communicate their ideas through discussion, annotated</p>	<p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>-To take part in outdoor and adventurous activity challenges both individually and within a team.</p>

	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none">-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.-To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.-To investigate and analyse a range of existing products.-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.-To understand how key events and individuals in design and technology have helped shape the world.-To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.-To understand and use mechanical systems in their products [for example, gears,	<ul style="list-style-type: none">-To listen with attention to detail and recall sounds with increasing aural memory.-To use and understand staff and other musical notations.-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.-To develop an understanding of the history of music.	
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	<p>pulleys, cams, levers and linkages].</p> <p>-To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>-To apply their understanding of computing to program, monitor and control their products.</p>		
PSHE	RE	MFL	PE
<p><u>ECONOMIC WELLBEING – MONEY IN MY FUTURE</u></p> <p>-To know that good qualifications can lead to a more fulfilling and better paid job.</p> <p>-To describe how having a job will allow me to achieve certain goals in my life.</p> <p>-To know that money is deducted from my earnings to provide things we all need.</p> <p>-To describe some of the ways in which the government uses my money to provide for my needs and my local community.</p> <p>-To begin to understand pensions and can describe why having a pension is important later in life.</p> <p>-To know how to keep and interpret basic financial statements.</p>	<p>Easter – Gospel (Christianity)</p> <p>-To examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.</p>	<p>-To present orally on an animal, their adaptation and their Habitat.</p> <p>-To listen to and understand extended recordings about habitats.</p> <p>-To read and understand an extended text about habitats.</p> <p>-To produce a written presentation on an animal, their adaptation and their habitat.</p> <p>-To explore verbs in their full conjugated form ('to grow' and 'to live')</p>	<p>Athletics</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>-To investigate running styles and changes of speed.</p> <p>-To practise throwing with power and accuracy.</p> <p>-To throw safely and with understanding.</p> <p>-To demonstrate good running technique in a competitive situation.</p> <p>-To explore different footwork patterns.</p> <p>-To understand which technique is most effective when jumping for distance.</p>

<ul style="list-style-type: none">-To know the difference between manageable and unmanageable debt.-To explain the difference between credit, debt, borrowing and saving.-To know money has different values in different countries.-To be able to calculate exchange rates.-To describe why insurance is important.-To understand the impact of not being insured if bad things happen.			<p><i>-To utilise all the skills learned in this unit in a competitive situation.</i></p>
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