

ICT – INVENTING GAMES

The children will use Kodu to generate their own games with different 3D worlds and scoring systems. They will add sprites to their game and use visual programming language to enable these to be controlled via the keyboard, mouse or Xbox 360 controller. They will experiment with camera angle to enable them to create first and third person games. They will learn how to design and debug a range of games such as collecting, racing and more complex scenario games before creating promotional case covers to advertise their new game.

MFL – HOUSE AND HOME

The children will begin by using images and sound clips to explore the differences between typical houses in France and England. They will then play games to learn the French vocabulary for the different rooms within these houses. Following this, they will use bilingual dictionaries to locate adjectives to describe the rooms and use vocabulary cards to put these into sentences. Finally, they will apply this knowledge to write a description of their ideal home.

SCIENCE – LIVING THINGS

To begin with, the children will learn how to classify living things into groups according to their common, observable characteristics. They will then research unfamiliar Australian plants and animals before applying their knowledge to decide where they belong on the classification system. Next, they will identify how these animals and plants have adapted to suit their environment in different ways. They will study how adaptation can lead to evolution before designing their own animals or plants which are suited to life in the Australian outback.

GEOGRAPHY - OCEANIA

The children will learn how to use lines of longitude and latitude to locate countries of the world. They will also use time zone maps to work out time differences and time word problems related to Heathrow airport. Next, they will use maps and the Internet to study the physical and human features of the different countries in Oceania. They will then move onto investigate life in Australia by identifying major the states, cities and landmarks. They will use their knowledge of time zones to plan a trip there before writing diaries about a day out in Sydney.

Oceania

Year 6 - Spring



RE – RELIGIOUS LEADERS

The children will study the lives of special people who have been inspired by their religious beliefs to do and achieve admirable things. They will study religious figures such as: Guru Nanak and Moses as well considering the sacrifices made by Mother Theresa, Nelson Mandela and Ghandi. Next, they will consider what we can learn from different religious texts. They will explore a range of religious texts before comparing prayer and rituals across religions.

HISTORY – CRIME AND PUNISHMENT

The children will apply their research skills to find out about crime and punishment in Anglo-Saxon, Medieval and Tudor Britain. They will use audio-clips to find out about Hulk prison ships and write diary extracts based on life aboard them before studying the transportation of convicts to Australia. They will write news reports about Mary Bryant and her plan to escape convict life before studying the introduction of the prison system. Finally, they will write inspection reports on prison conditions from Elizabeth Fry's point of view.

DT – BUILDING BRIDGES

The children will begin by exploring famous bridges and their structures using K'Nex. They will conduct an investigation into how bridges can be reinforced whilst considering the forces which act upon them. They will work as a group to explore the tactile qualities of different foods and use these to create fully functional models. Next, they will take part in an architecture workshop and will construct a giant version of the Sydney Harbour Bridge. Following this, they will apply their skills to design and build their own bridge. They will evaluate these using a range of tests.

MUSIC – PERFORMANCE

The children will listen to *Ravel's Bolero* and begin to understand how the texture of the piece builds. They will explore this piece through mime and build a texture of rhythmic mimed ostinato. They will then learn and songs based on Ravel's *Balero* and perform these as a group. Using these songs as a stimulus, they will perform rhythmic ostinatos on tuned and un-tuned percussion instruments before adding harmonies using their voices. Finally, they will combine the skills to perform a song in three part harmony with a percussion accompaniment.

ART – ABORIGINAL ART

To begin with, the children will study a range of abstract Aboriginal artwork and explore how the symbols within it tell ancient stories. They will refine the skills of continuous dotting, hatching and patterning before creating their own aboriginal art based only on the colours and themes of nature. Next, they will study the artist Natasha Shackleton. They will appraise her work based on New Zealand's birds and landscapes whilst paying attention to her use of vivid colour and cartoon representation before creating their own natural collages based on these ideas.

OUTDOOR PE – BASKETBALL

To begin with, the children will learn the skills and rules for playing basketball and will begin to understand and demonstrate a range of passing and dribbling skills. They will take on different roles within a team and experiment with different formations and specific attacking and defending skills. Next, the children will learn the skills and rules for playing cricket. They will focus on the use of different team strategies when fielding before learning the correct techniques for bowling and wicket keeping. They will then learn how to bat effectively and correctly.

Oceania

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PSHCE – GOING FOR GOALS

The children will study the stories of famous people who have had to overcome obstacles in their lives. They will consider who and what helped them to finally achieve their goals.

ENRICHMENT

The children will visit 'The Deep' where they will use NASA images, magic globes and different aquatic life forms to investigate the world's oceans and the Great Barrier Reef.

INDOOR PE – THE HAKA

In Dance, the children will begin by watching a performance of the Haka by the New Zealand All Blacks. They will learn a basic Haka sequence before putting this to music and considering the beat. They will then work collaboratively to create their own Haka dances and appraise the work of their peers. In Gymnastics, the children will explore synchronisation and canon. They will adapt and develop their movements, understand the compositional principles of sequencing and travel rhythmically whilst in time with their partner or group.