

COMPUTING – KODU

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. At the end of the unit, they will have the opportunity to explain their game to a software designer.

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 short paragraph which will describe their ideal home in detail.

SCIENCE – LIVING THINGS

The children will learn how to classify living things into groups such as vertebrates, invertebrates, arachnids and molluscs according to their common, observable characteristics. They will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will study different breeds of dogs to recognise that living things produce offspring of the same kind but normally offspring vary and they are not identical to their parents.

GEOGRAPHY – TIMES ZONES

The children will identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle. The children will also learn how to use lines of longitude and latitude to locate countries of the world. The children will identify the position and significance of Greenwich Meridian in relation to time zones. They will use time zone maps to work out time differences across the world as well as to solve multi-step time word problems involving travel.

Time Zones

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 retell the story of the Night of Power and understand how it changed Muhammad's life before understanding why Muslims call Muhammad the messenger of God. They will recognise why Guru Nanak believed that equality was so important. The children will recall a list of rules that Guru Nanak devised to bring Sikhs closer to God.

HISTORY – CRIME AND PUNISHMENT

The children will apply their research skills to find out about how laws referring to crime and punishment have changed over time. Children will first learn about how laws were first introduced in Roman times through the introduction of the 12 tables and then how laws changed in England following the Norman Conquest in 1066, which meant laws became more centralised. Finally, children then compare this to crime and punishment in the 19th Century when learning about the gruesome life on board the Hulk Ships.

DT – SWEET CONTAINERS

Following the brief of improving the footfall on the Hemsworth high street, children will look at pre-existing products analysing the materials they are made out of, devise a test to find out how much weight different paper bags can hold and take them apart to draw exploded diagrams. Using this research, the children will draw nets for their own paper bags and construct them using a range of materials. Children will consider the appearance of their design and use techniques such as applique to decorate it. When evaluating, children will consider how their sweet container could be improved.

MUSIC – POP

The children will learn how to be able to play scales and chords on an instrument. They will discover that a chord is a group of notes (usually three) which are played simultaneously, or separate in a pattern. Additionally, a group of related chords can be used to provide harmony or an accompaniment to a given tune. In their composition work, the children will show thoughtfulness in selecting and layering sounds and choosing structures to convey an idea or mood to create a musical picture.

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.

Time Zones

Year 6 - Spring



OUTDOOR PE – BASKETBALL AND CRICKET

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.

RELATIONSHIPS AND HEALTH

During their mental wellbeing work, the children will recognise the triggers to support with the management of small and big feelings such as a racing heart, feeling lonely, a lack of patience or feeling anxious. They will understand that it is common for people - one out of four people in the UK - to experience mental ill health. They will also recognise that for many people who experience mental ill health, the problems can be resolved in the right support is accessed early enough.

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.