

Year 6 Termly Overview – SPRING TERM 2

Step Back in Crime! Who Makes the Law?	
<p>Big Impact Event Oxford Castle & Prison Visit</p>	<p>Celebration of Learning Google Slideshow to share with buddies Class assemblies</p>
<p>Science – Sound Knowledge Block 1: Describing Sound</p> <ul style="list-style-type: none"> • Sounds can be produced in a variety of ways. • Sounds have the properties of pitch and volume. • When a sound is produced it spreads out from its source in all directions <p>Knowledge Block 2: How sound is made and travels</p> <ul style="list-style-type: none"> • Sound is caused by vibration (objects move rapidly back and forth or up and down) • When objects vibrate it makes the objects in contact with it also vibrate. This includes the air. • The vibration travels through the air and makes other objects it is in contact with vibrate including your ear drum. <p>Knowledge Block 3: Pitch and Volume changes</p> <ul style="list-style-type: none"> • Pitch and volume are caused by how the material vibrates • The pitch of a sound is caused by how fast an object vibrates. This is called the frequency of vibration. Higher the frequency, higher the pitch • Smaller objects or tighter strings tend to vibrate with a higher frequency • The volume of sound is caused by how big each vibration is. This is called the amplitude of vibration. The bigger the amplitude the higher the volume. • Sounds get fainter as the distance from the sound source increases. 	<p>PSHE +C Being Responsible</p> <ul style="list-style-type: none"> • Explain what consent means • Recognise the importance of being honest and not stealing • Explain why it is important to have a trusting relationship between friends and family • Identify how making some choices can impact others' lives in a negative way <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Recognise our thoughts, feelings, and emotions •identify how we can reduce our feeling of worry • Explain how we can support others who feel worried • Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people <p>Computer Safety</p> <ul style="list-style-type: none"> • List the key applications that we may use now and in the future • Know and understand why some applications have age restrictions • Identify ways to keep yourself and others safe in a range of situations online and offline •recognise that people may not always be who they say they are online
<p>Computing - Creating Media -Use a range of software</p> <ul style="list-style-type: none"> • Have a given goal and choose the most effective piece/s of software to accomplish the goal. e.g. PPT, Animation, Word, Video • Design the content. • Combine software as needed to accomplish the goal. • Evaluate their work. 	<p>History - A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment from the Anglo-Saxons to the present</p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Sequence up to 10 events on a time line. • Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings. • Explain a past event in terms of cause and effect, using evidence to support and illustrate. • Know key dates, characters and events of time studied. • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out this information. • Bring knowledge gathered from several sources together in a fluent account. • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact/fiction or opinion? • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet.
<p>RE – Resurrection – The Empty Cross</p> <ul style="list-style-type: none"> • Children are able to respond creatively and explain in more detail their response to their own experiences of the concepts introduced. • Explain some examples of how their responses relate to events in their own and others' lives, explaining reasons why this would be the case. • Accurately explain meanings of concepts in the traditions studied. • Accurately explain how the concepts studied can have an impact on the traditions looked at citing examples as they go. • Children can discern the value of the concepts studied for the traditions being looked at, as well as realizing the issues that could arise. • Children are able to discern possible value in the concepts for their own lives or communities. 	
<p>MFL – Healthy Life</p> <ul style="list-style-type: none"> • Listen to longer text and more authentic foreign language material. • Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered • Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. • Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. • Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Language Angels phonics, including awareness of accents, silent letters etc. • Decode unknown language using bilingual dictionaries. • Write familiar words & short phrases using a model or a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. • Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. • Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. • Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation. 	
<p>PE and Games – Tennis, Hockey, Health & Fitness & Table Tennis</p> <ul style="list-style-type: none"> • Use a diverse range of skills effectively and apply these complex attacking and defending principles in full game situations. • Use a complex range of choreographic techniques with control. Learn a traditional dance style. 	
<p>Geography, DT, Music, Art - not covered this half term</p>	<p>Enrichment Opportunities e.g., outdoor learning Trip to Oxford Castle and Prison Whodunnit Mystery</p>