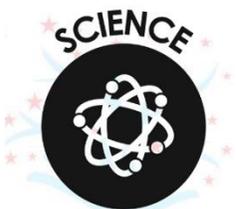


# Hill Top Academy

## Year 6 Spring Scheme of Learning





**Electricity** – This unit builds on from the Year 4 Electricity unit. Pupils will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Pupils will get the opportunity to develop their understanding of what electricity is and how to measure it. As well as conducting their own investigations.

**Light - Pupils** will learn about light, how we see, shadows, reflection and refraction. The pupils will learn how light travels and how this enables us to see objects. The pupils will learn about the angles of reflection and incidence. They will work scientifically and collaboratively to investigate light and how it travels and explore how light creates the colours we see. They will learn about Isaac Newton and his theory of light and colour, investigating how shadows to explore his discoveries and ideas.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>➤ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>➤ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>➤ use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>➤ recognise that light appears to travel in straight lines</li> <li>➤ use the idea that light travels in straight lines to explain that objects are</li> </ul>	<p><b>Year 4 Electricity</b></p> <ul style="list-style-type: none"> <li>• Know that electrical energy is one of many forms of energy</li> <li>• Know that current electricity is the flow of charged particles called electrons around a circuit and that current electricity is the form of electricity that we use in our lives in lights, computers, televisions, etc</li> <li>• Know that electrical current flows well through some materials, called electrical conductors, and poorly through other materials, called electrical insulators</li> <li>• Know that electrical current can flow if there is a complete circuit</li> <li>• Know that wires – which contain a conductor inside them, usually made of metal – can allow electrical current to flow around a circuit</li> <li>• Know that when electrical current flows through a circuit component within that circuit – such as buzzers which make a noise and bulbs which emit light – begin to work</li> <li>• Know that Michael Faraday was a scientist who studied electricity and that he invented the electric motor and showed that the movement of a magnet could create electricity, which is the reason we can generate electricity to power our world and that he is considered “the father of electricity”</li> </ul> <p><b>Year 3 Light</b></p> <ul style="list-style-type: none"> <li>• Know that light is a form of energy</li> <li>• Know that energy comes in different forms and can be neither created nor destroyed, only changed from one form to another</li> <li>• Know that we need light to see things and that darkness is the absence of light</li> <li>• Know that light travels in straight lines</li> </ul>	<p><b>Electricity</b></p> <p>circuit, component, conductor, energy, insulator, particle, property, material, appliance, charge, electron, battery, cell, bulb, buzzer, switch, wire, current electricity, static electricity, negative terminal, positive terminal, voltage, chemical reaction, emit</p> <p><b>Light</b></p> <p>absorption, energy, particle, property, reflection, wave, mirror, incident ray, image, beam, solid, opaque, transparent, object, source, vibration, frequency</p>

- 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.

- Know that light is reflected when it travels from a light source and then ‘bounces’ off an object
- Know that everything that we can see is either a light source or something that is reflecting light from a light source into our eyes
- Know that the Sun is a light source, but that the Moon is not and is merely reflecting light from the Sun
- Know that many light sources give off light and heat
- Know that opaque objects block light creating shadows and that light passes easily through transparent objects
- Know that as objects move towards a light source, the size of the shadow increases
- Know how to show the changing of shadow size by drawing a diagram with straight lines representing light

### Knowledge Components

#### Electricity

- Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments.
- Know that electricity is renewable and non-renewable forms of electricity
- Know that current electricity is the form of electricity that we use in our lives in lights, computers, televisions, etc
- Know how electricity travels and how it has impacted on our lives
- Know that electrical energy is a form of energy
- Know that energy comes in different forms and can be neither created nor destroyed, only changed from one form to another
- Know that electrical current flows well through some materials, called electrical conductors, and poorly through other materials, called electrical insulators and that metals are good electrical conductors
- Know that a simple circuit can be constructed using components and that this a series circuit.
- Know how to draw simple circuit diagrams
- Know the recognized symbols for a battery, bulb, motor, buzzer and wire
- Know how to predict whether components will function in a given circuit, depending on whether or not the circuit is complete; whether or not a switch is in an on or off position; and whether or not there is a cell to provide electrical current to the circuit
- Know that voltage is a measure of the power of a cell to produce electricity; it is a measure of the ‘push’ of electric current, **not** the size of the electric current

### New Vocabulary

#### Electricity

series circuit, parallel circuit, resistance, voltage, renewable, non-renewable

#### Light

angle of incidence, angle of reflection, refraction, spectrum, translucent, periscope, photons, medium

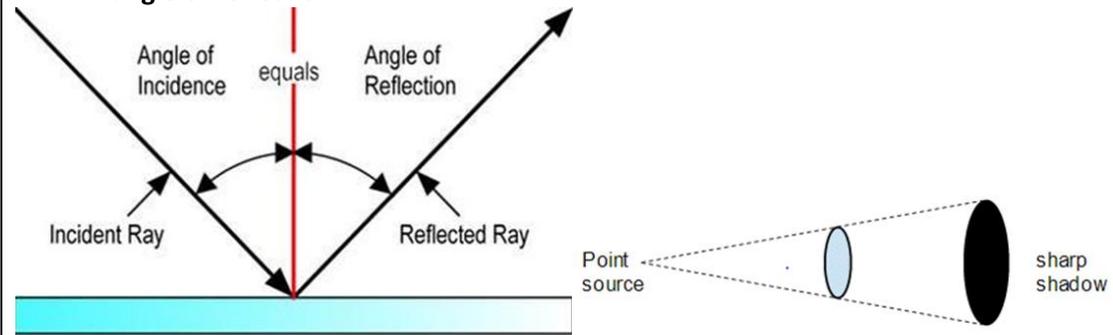
- Know that as the number and voltage of cells in a circuit increase, the brightness of a bulb or the volume of a buzzer will increase (though too high a voltage may 'blow' the bulb or buzzer)
- Know that two bulbs in a circuit can be wired up to create a series circuit or a parallel circuit; if one bulb blows in a series circuit the other will not shine as the circuit has been broken; in contrast, if one bulb blows in a parallel circuit (see diagram below), there will still be a complete circuit for the other bulb so it will continue to shine; use this knowledge to explain the advantages of using parallel circuits (e.g. in the lighting in homes)

### Light

- Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments.
- Know that we need light to see things and that darkness is the absence of light
- Know that light travels in straight lines and is reflected when it travels from a light source and then 'bounces' off an object
- Know that everything that we can see is either a light source or something that is reflecting light from a light source into our eyes
- Know that the Sun is a light source, but that the Moon is not and is merely reflecting light from the Sun
- Know that opaque objects block light creating shadows and light passes easily through transparent objects
- Know that opacity/transparency and reflectiveness are properties of a material
- Know that as objects move towards a light source, the size of the shadow increases
- Know that the changing of shadow size can be shown by drawing a diagram with straight lines representing light
- Know that translucent objects allow some light to pass through, but some of the light changes direction as it passes through the object; this means that an something seen through a translucent object is not clearly defined
- Know that when light passes from one medium to another (e.g. from air to water), it changes direction; this is called refraction; this happens because light travels at different speeds in different media
- Know that white light comprises all the colours of light
- Know that white light refracted by two surfaces in a prism will spread out so that all of its constituent colours can be seen; this array of colours is called a spectrum; it

happens because the different colours that constitute white light travel at different speeds

- Know that when light reflects off an object, the angle of incidence is equal to the angle of reflection





**World War II** – through this unit of learning pupils understand geographical skills such as calculating time zones, and climate zones. Pupils explore the how time zones were altered for the benefit of the war effort.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Understand geographical similarities and differences through the study of human and physical geography of a region</li> </ul>	<p><b>Knowledge Components</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that by the end of World War II, 50 countries were involved in the war and I can use an Atlas to find these countries on a world map.</li> <li>• I know that Hitler wanted to expand the borders of Germany territory.</li> <li>• I know that at the height of its expansion, Nazi Germany occupied vast areas of Europe, spanning parts of France in the West, Ukraine and parts of Russia in the East, Norway in the North and Italy in the South.</li> <li>• I know that the Nazis also expanded as far north as the Arctic circle and south through parts of Northern Africa, like Morocco and Algeria and beyond.</li> <li>• I know how to produce comparative maps to show changing power and occupation of countries during World War II.</li> <li>• I know that the Earth spins on its axis (an imaginary line) and over the course of 24 hours, different parts of the planet are facing towards the Sun and different parts are facing away from it. (retrieval)</li> <li>• I know that from 1940 to 1947, the United Kingdom was not on its usual Greenwich Mean Time (UTC+0) at any point in the year. When British Summer Time ended in 1940, the clocks weren’t put back an hour, so the country remained on UTC+1 until the following spring, when...the clocks were still put ahead an hour, to UTC+2.</li> <li>• I know that the change meant that Britain stayed outside of its normal time zone through the remainder of World War II, with up to two hours of extra daylight at the end of the day.</li> </ul>	<p><b>New Vocabulary</b></p> <p>Time zone, equator, Greenwich Mean Time, UTC, occupation,</p>

of the United Kingdom, a region in a European country, and a region within North or South America

- I know that the government made the switch to support the war effort—extra evening daylight saved fuel and, during the Blitz, gave workers extra time to get home before the blackout began.

**Physical Features**

- I know that time is different depending on where you are in the world. If it is daytime in the UK, it will be night-time in Australia.
- I know Midday (12 noon) is the time when the sun is highest in the sky. The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the Sun is highest, we have to divide the world into time zones
- I know that the Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24 hours. 360 divided by 24 is 15 degrees, so the Earth turns 15 degrees each hour.
- I know that the Earth has 24 different times zones- one for each hour in the day.
- I know that all time zones are measured from a starting point at England’s Greenwich Observatory. This point is known as the Greenwich Meridian or the Prime Meridian. Time at the Greenwich Meridian is known as Greenwich Mean Time (GMT) or Universal Time.
- I know that the Eastern time zone in the United States is known as GMT minus five hours (see map on the next slide) This means that when it is noon in the Eastern USA, it is 5pm in Greenwich.
- I know how to use a time zone map and my mathematical knowledge to calculate times around the world. <https://24timezones.com/timezone-map>
- I know that application of time zone to WW2 context



**World War 2** – In this topic pupils will learn about what lead to ww2 prior to 1939, key events during ww2 and how ww2 impacted Britain.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b></p> <ul style="list-style-type: none"> <li>➤ continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study;</li> <li>➤ construct informed responses that involve thoughtful selection and organisation of relevant historical information;</li> <li>➤ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;</li> </ul>		artefact, attack, colony, dictator, employment, ethnicity, historian, inhabitants, machinery, massacre, navy, past, population, production, provocation, revolution, ruler, submission, technology, territory, tragedy, weapon
	<p><b>Knowledge Components</b></p> <ul style="list-style-type: none"> <li>• <b>I know that Germany, exhausted from the war effort and lacking the resources of an extensive global empire to sustain its economy, surrendered in 1918; at Versailles, Germany was forced to sign a treaty that forced it to pay reparations to France and other countries, to give up some of its territory and to refrain from having an army in future.</b></li> <li>• I know that economic problems known as the Great Depression saw mass unemployment across Europe; Germany - already struggling with its reparations payments - was especially hard hit; riots and civil unrest erupted across Germany, and their people became more open to radical solutions to solve the problems of the country.</li> <li>• <b>I know that Hitler began breaking the rules that had been placed on Germany by the Treaty of Versailles, for example by building up Germany's military; the other countries of Europe did not intervene as they hoped that Hitler could be reasoned with and after the horrors of the Great War, people were reluctant to be part of more conflict</b></li> <li>• <b>I know that Hitler was an anti-Semite who spread conspiracy theories about the Jewish people of Europe; an anti-Semite is a person who is hostile towards Jews; the Nazi party used various means of propaganda to influence the people of Germany into support for Hitler's aims, including persecution of Jews</b></li> <li>• <b>I know that propaganda is information, often of a biased nature, that is used to promote a particular political cause or point of view</b></li> <li>• I know that politics is the activities that are associated with the use of power, particularly those undertaken by governments</li> <li>• <b>I know that Jews had been persecuted throughout Europe for centuries; Jewish people were always a minority group in countries in Europe and a target for leaders looking to unfairly</b></li> </ul>	<p><b>New Vocabulary</b></p> Annex, alliance, anti-Semitism, appeasement, assassination, devastation, evacuation, independence, inevitability, manufacture, morale, negotiation, prevail, radical, refugee, reluctance, reparations, totalitarianism, violence, pragmatism,

**blame a group of people that they could label as outsiders;** Hitler took advantage of negative stereotypes about Jews and began systematically persecuting them across Germany; other groups were also persecuted, **including Roma and Sinti gypsies, Jehovah's Witnesses, homosexuals, political opponents and people with mental or physical disabilities;** eventually this persecution led to these people being sent to concentration camps, in which millions were murdered, including around 6 million Jews

- **I know that in March 1938, Germany invaded and annexed Austria, which made other countries worried. On 29th September 1938, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else.**
- **I know that in 1939, Hitler's German army invaded the rest of Czechoslovakia; in September, Germany invaded Poland, and Britain and France declared war on Germany;** Germany joined forces with other countries, notably Italy and Japan, and these countries were known as the Axis powers; these were opposed by the Allies, notably Britain, France and other countries, including those that joined the war later such as the USA
- **I know that due to the fear of bombs being dropped on major towns and cities in Britain, 1.5 million children across the country were evacuated from towns and cities to live in the countryside, mostly with complete strangers who volunteered to take them in**
- I know that evacuation involved exceptional emotional distress for many children and their parents; while evacuation was voluntary, the closure of schools in urban areas and the fear of aerial bombardment encouraged many to send their children away (see resource below)
- I know that many children had never seen the countryside before and saw evacuation as an adventure; for some children, the years spent evacuated were the happiest of their childhood; for others, evacuation was a miserable experience, sometimes due to mistreatment by their foster families
- **I know that the evacuation of children to other homes brought people from different areas and with different backgrounds together; many people for the first time recognised the extreme poverty and ill health suffered by some children across the country.**
- **I know that as part of the war effort, women across Britain undertook many jobs that had become to be regarded as "men's jobs" including the making of weaponry, working in chemical plants, working on farms and working with the army (though they were not permitted to fight); propaganda posters were used to encourage**

women to take on this work; by 1943 around 9 out of 10 women were directly involved in the war effort.

- I know that during the Battle of Britain, some German aeroplanes began dropping bombs on many British cities, especially London; this became known as the Blitz, from the German word blitzkrieg; the Blitz continued into 1941; the purpose of the bombing was to undermine British manufacturing of arms and to demoralise the British and force them out of the war
- I know that around 40,000 people died during the Blitz, almost half of them in London; 2 million homes were destroyed
- I know that the Blitz ended in May 1941 as Hitler shifted his forces to the east for the battle with Russia
- I know that during World War 2, the British Empire was in control of a number of territories across the globe including Britain's Indian empire - which included the countries now called India, Pakistan, Bangladesh and Myanmar - and colonies in Africa; the British Empire also maintained ties to four independent dominions: Australia, Canada, South Africa and New Zealand; all of these together were called the British Commonwealth



**World War 2 – 3D art form**

**How can war be represented visually?**

In this unit of learning, pupils will Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.

Evaluate and analyse creative works using the language of art, craft and design.

Use a sketch book to collect and develop ideas

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>➤ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>• Record their thoughts and experiences in a sketch book / ‘ideas journal’, and annotate these in order to aid the development of their ideas.</li> <li>• Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>• Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> <li>• Use appropriate language when comparing ideas, methods and approaches in their own and others’ work.</li> <li>• Describe what they think and feel about their own and others’ work and how this might influence their designs.</li> <li>• Use sketch book /‘ideas journal’ to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop a key element of their work: line, tone, pattern, texture.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings.</li> </ul>	<p>Comparison, contrast, media, study, experiences, imagination, properties, reflecting, distance, symbolic, subtle, complex, complimentary, contracting</p> <p>Dry media, wet media, mixed media, form</p>

charcoal, paint, clay]  
 about great artists, architects and designers in history.

- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.
- Recognise the art of key artists and begin to place them in key movements or historical events.
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.
- Compare the style of different styles and approaches.

**Knowledge Components**

**Knowledge of artists and designers**

- I know how to critically analyse the styles of a range of artists, craft makers or designers and use this to inform my own work.
- I know how to explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.

**Exploring and Developing ideas**

- I know to independently investigate a range of starting points for my work, and confidently develop my ideas further.
- I know how to record my thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as my work develops.
- I know how to be confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.
- I know how to confidently use language appropriate to the chosen art form, to help me to explain my ideas.

**Evaluating and developing work**

- I know how to use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate my own work.
- I know how to use a sketch book / 'ideas journal' to adapt and critically evaluate my work as my ideas develop. Annotations reflect my critical evaluations and development of ideas.
- I know how to reflect on the ways in which my imaginative work has developed from a range of starting points.

**New Vocabulary**

**Purpose, manipulate, dry media, wet media, digital media, representation, consistent, inconsistent, flowing, vibrant, atmosphere**

### Drawing

- I know how to work in a sustained and independent way to develop my own style of drawing. This style may be through the development of: line, tone, pattern, texture.
- I know how to draw for a sustained period of time over a number of sessions working on one piece.
- I know how to use different techniques for different purposes i.e. shading, hatching within my own work, understanding which works well in my work and why.
- I know how to develop my own style using tonal contrast and mixed media.
- I know how to use opportunities to develop further simple perspective in my work using a single focal point and horizon.
- I know how to develop an awareness of composition, scale and proportion in my paintings.

Possible artists – Henry Moore and Paul Nash

### 3D Form

- I know how to work in a safe, organised way, caring for equipment and secure work to continue at a later date.
- I know how to work around armatures or over constructed foundations.
- I know how to demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and can demonstrate experience in relief and freestanding work using a range of media
- I know how to recognise sculptural forms in the environment: Furniture, buildings.
- I know how to confidently carve a simple form.
- I know how to solve problems as they occur.
- I know how to use language appropriate to skill and technique.

### Responding to art

- I know how to discuss and review my own and others work, expressing thoughts and feelings explaining my views.
- I know how to identify artists who have worked in a similar way to my own work and can explore a range of great Artists, architects and designers in history.

**Consolidate all vocabulary**

**mould, plaster**



**Food** – Design and Make a meal for the land army. Pupils will explore the foods available in World War 2 and consider rationing in order to prepare their own World War 2 meal.

**TEXTILES/WORKSHOP** – Combining different fabric shapes and materials to design and make An Anderson shelter to protect the villagers from the bombs.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>➤ select from and use a wider range of tools and equipment to perform practical tasks [for</li> </ul>	<p><b>Year 5 - Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• I know how to be both hygienic and safe?</li> <li>• I know how to present my product well?</li> </ul> <p><b>Year 5 – Textiles</b></p> <ul style="list-style-type: none"> <li>• I know what the user would want when choosing textiles</li> <li>• I know how to make my product attractive and strong</li> <li>• I know how to design a prototype first</li> </ul> <p><b>Year 5 - Workshop</b></p> <ul style="list-style-type: none"> <li>• I know how to make my measurements accurate enough to ensure precision</li> <li>• I know how to demonstrate that my product is strong and fit for purpose</li> <li>• I know how to remain motivated enough to refine and further improve my product using mouldable materials</li> </ul>	<p><b>Textiles</b> fabric, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces</p> <p><b>Cooking and Nutrition</b> utensils, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>
	<p><b>Knowledge Components</b></p> <p><b>Textiles</b></p>	<p><b>New Vocabulary</b></p> <p><b>Textiles</b></p>

<p>example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>➤ 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>➤ investigate and analyse a range of existing products</li> <li>➤ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>➤ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>➤ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>➤ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>➤ understand and use electrical systems in their products</li> </ul> <p><b>Cooking and Nutrition</b></p>	<ul style="list-style-type: none"> <li>• I know which audience and product to consider when choosing the appropriate textiles, I know how to make up a prototype first</li> <li>• I know how to use a range of joining techniques</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• I know how to explain Can they explain how their product should be stored with reasons?</li> <li>• I know how to source my own products with a view to making a meal, taking account of time required to grow different foods?</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• I know how to use a range of information to inform my design</li> <li>• I know how to communicate my ideas through detailed labelled drawings</li> <li>• I know how to use market research to inform my plans</li> <li>• I know how to work within constraints (Plan the order of my work, choosing appropriate materials, tools and techniques)</li> <li>• I know how to follow and refine my plan if necessary</li> <li>• I know how to justify my plan to someone else</li> <li>• I know how to consider culture and society in my designs</li> <li>• I know how to consider the use of the product when selecting materials</li> <li>• I know how my product could be marketed through packaging and advertising?</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• I know how to choose the appropriate tools and materials to ensure that the final product will appeal to my audience</li> <li>• I know how to use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• I know how to test and evaluate my final product - identifying strengths and areas for development</li> <li>• I know how to test if my product is fit for purpose</li> <li>• I know what would improve it</li> <li>• I know which different resources would have improved my product</li> <li>• I know how to test whether my product meets all design criteria</li> </ul>	<p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype</p> <p><b>Cooking and Nutrition</b></p> <p>Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief</p>
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- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ☑ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

- I know how to record my evaluations using drawings with labels



**Musical Instrument – Recorder** Pupils will progress skills learnt in Year 5. This will enable pupils to compose and perform music using 5 or more notes.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b>Musical Instrument</b></p> <ul style="list-style-type: none"> <li>➤ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>➤ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>➤ listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notation</li> </ul>	<p>I know how to compose and perform melodies using five or more notes?</p> <p>I know how to use ICT to organise musical ideas (where appropriate), combine all musical dimensions</p> <p>I know how to create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p> <p>I know how to maintain own part in a performance with confidence, accuracy and an awareness of what others are playing</p> <p>I know how to perform from simple notation on tuned/untuned instruments</p> <p>I know how to read/ work out the musical staff (notes as Year 4)</p> <p>I know how pulse, rhythm and pitch fit together, improvising rhythm patterns</p>	<p>Notes, sequence, pulse, rhythm, pitch</p>
	<p><b>Knowledge Components</b></p> <ul style="list-style-type: none"> <li>• I know how to make a sequence of long and short sounds with help (duration)</li> <li>• I know how to clap longer rhythms with help</li> <li>• I know how to different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre)</li> <li>• I know how to create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</li> <li>• I know how to use standard musical notation to perform and record own music (adding dotted quavers)</li> <li>• I know how to play more complex instrumental parts</li> <li>• I know how to improvise using 5 notes of the pentatonic scale</li> <li>• I know how to improvise using 5 or more notes to compose and perform melodies</li> </ul> <p>I know how to perform an independent part keeping to a steady beat</p>	<p><b>New Vocabulary</b></p> <p>Timbre, pentatonic scale, compose, quavers</p>



In this 'Let's Go Shopping' unit pupils will learn about the shopping experience in France. Pupils will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none"> <li>➤ Listen attentively to spoken language and show understanding by joining in and responding</li> <li>➤ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>➤ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and respond to topic vocabulary.</li> <li>• I can answer questions using topic vocabulary.</li> <li>• I can take part in role play as a shopkeeper/shopper speaking in French.</li> <li>• I can greet and respond.</li> <li>• I can choose the correct form when changing le to du: la to de la and les to des.</li> <li>• I can use adjectives (colours) and place them after the noun.</li> <li>• I can change adjectives to feminine when needed.</li> <li>• I can use appropriate form for 'at' (au or a la)</li> </ul>	
	<p><b>Knowledge Components</b></p> <ul style="list-style-type: none"> <li>• I know how to listen and respond to topic vocabulary</li> <li>• I know how to answer questions using the topic vocabulary</li> <li>• I know how to take part in role play as a shopper/ shopkeeper, speaking in French</li> <li>• I know how to greet and respond</li> <li>• I know how to use the preposition 'entre'</li> <li>• I know how to write money amounts in French, up to €500 in multiples of 50</li> <li>• I know how to use the preposition à côté de and choose the correct masculine and feminine form</li> <li>• I know how to use adjectives (colours) and place them after the noun</li> <li>• I know how to write money amounts in French, up to 500 € in multiples of 50.</li> <li>• I know how to use the nuances of colour foncé and clair;</li> <li>• I know how to calculate change given and write the answer in French.</li> </ul>	<p><b>New Vocabulary</b></p>

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>➤ Read carefully and show understanding of words, phrases and simple writing</li><li>➤ Appreciate stories, songs, poems and rhymes in the language</li><li>➤ Describe people, places, things and actions orally* and in writing</li></ul> |  |  |
|---|--|--|



**Islam – What is the best way for a Muslim to show commitment to God?** - In this unit pupils will be learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary											
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**Robot on the move** - By the end of this project you will have built and controlled your very own robot. By working in small teams you will have decided what your robot will look like and developed your very own programs to compete your robot against your classmates.

**Games Master pt1** - Learn how to create 3d games using the Kodu Games Lab

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none"> <li>➤ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>➤ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>➤ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>• I can make appropriate improvements to solutions based on feedback received, and can comment on the success the solution.</li> <li>• I know different types of data: text, number.</li> <li>• I know that programs can work with different types of data.</li> <li>• I know how to design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</li> <li>• I know how to use diagrams to express solutions.</li> <li>• I know how to use logical reasoning to predict outputs, showing an awareness of inputs.</li> </ul>	<p>Algorithm, output, input, logical reasoning, data</p>
	<p><b>Knowledge Components</b></p> <p><b><u>Robot on the move</u></b></p> <ul style="list-style-type: none"> <li>• I know how to create programs that implement algorithms to achieve given goals.</li> <li>• I know how to declare and assign variables.</li> <li>• I know how to use post-tested loops e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.</li> </ul>	<p><b>New Vocabulary</b></p> <p>Variables, loops, debug,</p>

- I know the difference between, and appropriately I can use if and if, then and else statements.
- I know how to use a variable and relational operators within a loop to govern termination.
- I know how to design, write and debug modular programs using procedures.

**Games Master Pt1**

- I know that different solutions exist for the same problem.
- I know the difference between, and appropriately I can use if and if, then and else statements.
- I know how to use a variable and relational operators within a loop to govern termination.
- I know how to design, write and debug modular programs using procedures.
- I know how to use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.



### Dreams and Goals

Pupils will start by studying people who have faced difficult challenges and achieved success. They will identify dreams and ambitions that they have and how motivation and enthusiasm can help in achieving new goals.

### Healthy Me

Pupils begin to understand the role food plays on their body.. They will learn about the effects of substances such as drugs and alcohol that are harmful to the body and understand the impact that exercise has on important organs such as the heart and lungs. Understand the importance of mental health and managing stress

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary																																			
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	<p><u>Healthy Me</u></p> <table border="1"> <thead> <tr> <th>Weekly Celebration</th> <th>Pieces</th> <th>PSHE Education (Developed from National Framework DfEE 2000)</th> <th>Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>Have made a healthy choice</td> <td>1. Food</td> <td>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</td> <td>I am motivated to give my body the best combination of food for my physical and emotional health</td> <td>Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Effects of food and drink, True or False game, Stop, Start, Continue template, Jigsaw Journals</td> </tr> <tr> <td>Have eaten a healthy, balanced diet</td> <td>2. 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Food	I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood	I am motivated to give my body the best combination of food for my physical and emotional health	Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Effects of food and drink, True or False game, Stop, Start, Continue template, Jigsaw Journals	Have eaten a healthy, balanced diet	2. Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet, 'Keep fit, keep healthy', PowerPoint slides, Drug groups and effects template, Completed drug groups and effects sheet, Jigsaw Journals	Have been physically active	3. 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## Dreams and Goals

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Stay motivated when doing something challenging	1. Personal Learning Goals	I know my learning strengths and can set challenging but realistic goals for myself (eg. one in-school goal and one out-of-school goal)	I understand why it is important to stretch the boundaries of my current learning	Sponge ball, Jigsaw China, 'Calm Me' script, Strength cards, Jigsaw Jem, Book: 'Wonder Goal' by Michael Foreman, Goal cards template, Jigsaw Journals
Keep trying even when it is difficult	2. Steps to Success	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal	Jigsaw China, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', PowerPoint slides: totem poles, Totem pole goal-setting template, 3D modelling materials e.g. cereal boxes, Modrocloy, Jigsaw Journals
Work well with a partner or in a group	3. My Dream For the World	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations	Jigsaw Jem, Jigsaw Song 'Learning together', Jigsaw China, 'Calm Me' script, Global issue photo cards, Jigsaw Journals, Coloured triangular pieces of material and string
Have a positive attitude	4. Helping to Make a Difference	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations	Sponge ball, Jigsaw China, 'Calm Me' script, Global issue photo cards (from Piece 3), Film clip (see below), Project plan sheet, Range of specific materials for their chosen challenge, Jigsaw Journals, Jigsaw Jem
Help others to achieve their goals	5. Helping to Make a Difference Assessment Opportunity ★	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this	Jigsaw Song sheet: 'Learning to learn', Jigsaw Jem, Jigsaw China, 'Calm Me' script, Lucky dip lolly sticks with each child's name on, Achievement card template, Jigsaw Journals
Are working hard to achieve their own dreams and goals	6. Recognising Our Achievements	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements	