



Merton Bank Spring plan - Year 6



Subject	Victorians	
	National Curriculum	Activities
History	<ul style="list-style-type: none"> Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Give reasons why changes may have occurred, backed up by evidence. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<p>British Empire – Victorians To consider how the industrial revolution began and the impact that it had upon towns and cities and jobs</p>
Art	<ul style="list-style-type: none"> Select appropriate media and drawing techniques to achieve a specific outcome To mix colours to portray the mood intended. To make informed choices about printing techniques (block, relief, impressed, block screen, stencil screen and transfer) and use a range within one artwork. Explain choices, difficulties and influences during each step using annotations explaining the reasons and effects. Annotation preference notes give reasons and show a clear progression as a result of more than one improvement of a technique after self and peer evaluation opportunities. 	<ul style="list-style-type: none"> Wallpaper printing William Morris Laura Ashley Mountain inspired computer edited artwork Ansel Adams WPA Style Poster Art
Computing	<ol style="list-style-type: none"> To deconstruct a problem into smaller steps, recognising similarities to solutions used before To explain and program each of the steps in my algorithm To recognise when I need to use a variable to achieve a required output To use a variable and operators to stop a program To use different inputs (including sensors) to control a device or onscreen action and predict what will happen To evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm To use logical reasoning to detect and correct errors in algorithms and programs. Begin to understand how algorithms are used within computers to store data. To understand basic binary codes 	<p style="text-align: center;">Programming</p> <p>Scratch – animated story</p>
Geography	<ul style="list-style-type: none"> 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 Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Identifying British empires Mountains and hills</p>

DT	<p>Explains choices for tools and components giving evidence for why they are suitable and fit their constraints given linked to their research. Meets their own design specifications that they have adapted to meet their given constraints. Produces own list of tools, materials, components, step by step guide to making and safety procedures needed. Uses a range of finishing techniques that require more than one step. Uses resourcefulness, resilience and innovation when tackling problems. Explains own next steps drawing from making experience.</p> <p>Test product with target audience and gather evidence about fit for purpose. Evaluate their ideas and products against their own design criteria and consider the impact the product would have on a target audience. Understand how key events and individuals in design have helped shape the world. Select and use appropriate tools and equipment safely when preparing and cooking food demonstrate an increasing range of food preparation skills, e.g. accurate weighing, measuring and kneading know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Adapting recipes to change the appearance, taste, texture or aroma. Developing meals considering presentation and target audience.</p>	<p>Exploring Victorian Inventions – bringing these to 2020 by adding computer programming</p> <p>Victorian Bread and Butter Pudding</p>
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Evolution and inheritance Look at a range of fossils and identify them Look at how animals have evolved over time to suit their habitats To investigate how offspring are similar to their parents</p>
Spanish	<p>Playing and enjoying sport</p> <p>1a Happy New year forfeit game 1b Investigating sports</p> <ul style="list-style-type: none"> Talk about, discuss and present information about a particular country's culture. Listen and respond to a wide range of spoken language. Hold simple conversations and initiate different themes of conversation. Express and justify an opinion on a range of themes (Me gusta... porque pero no me gusta ... porque) Understand and agree or disagree with another opinion. Decode a text using my vocabulary, grammatical knowledge and a dictionary. Write a simple text from memory (4-5 sentences). Prepare a short powerpoint or presentation to deliver. 	<p>Looking at how the new year is celebrated in Spain and other Spanish speaking countries</p> <p>Discussing playing and enjoying sport, both orally, written and in a presentation</p>
Music	<p>Sing with clarity and accuracy with the rest of the class and independently. Listening to a variety of songs to discuss what makes a good song. Listening to and responding to own and each other's</p>	<p>A New Year Carol (Britten) Unit of Work based on 2 songs from Benjamin Britten's Friday Afternoons, forming part of a nationwide singing project</p>

PE	<p>-Combine and perform a series of sequences, with a range of complex actions and balances, showing control and confidence.</p> <p>-Can evaluate/create solutions of their own and others performances including, obstacles, movements, pathways and sequencing.</p> <p>-Can plan and create a series of sequences independently and with others.</p> <p>-Create their own criteria to judge the quality of a performance, considering actions, ideas and sequencing.</p> <p>-Choose more complex actions/sequences to perform alone, with a partner or group.</p> <p>-Can independently/as a team plan and perform a complex sequence of movements with varied roles and responsibilities.</p> <p>-Can use and evaluate handling skills and various techniques that contribute to the quality and success of the game.</p> <p>-Can use marking/interception skills and make quick decisions in appropriate contexts.</p> <p>-Can use attacking tactics and understanding of team play to make quick, appropriate decisions.</p> <p>-Can play in various different positions, showing effective defending and attacking skills.</p> <p>-Use and interpret rules to their advantage and take responsibility for judgements (through refereeing).</p>	Gymnastics Football
PSHE	<ul style="list-style-type: none"> • Continue to reflect and evaluate their own experiences and set personal goals • Continue to develop the skills they need to make their contribution in the future • Talk, write and explain their views on issues that affect the global environment • Recognise different roles, right and responsibilities during discussions and debates about wider issues • Adapt different roles, right and responsibilities during discussions and debates about wider issues • Recognise the role of voluntary, community and pressure groups • Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK • Look after their money and realise the importance of saving • Take action based on responsible choices 	Preparing to play an active role as citizens (link to new year's resolution-considering how to improve roles around school) Global environmental issues (link with literacy unit)
RE	<ul style="list-style-type: none"> • Analyse the Five Pillars of Islam and how they are linked • Explain how the beliefs and values of Islam might guide a person through life • Explain the importance of the Ummah for Muslims and that this is a community of diverse members • Describe and explain the importance of Hajj, including the practices, rituals and impact • Explain how a person might change once becoming a hajji • Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage • Discuss the various events that might happen on the journey of life and how people might change over the course of their life • Consider what support people might need on life's journey • Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed 	Islam The Ummah Hajj Year 6 Key Question (to be used all year): Is life like a journey? Focus Question (for this investigation): What is Hajj and why is it important to Muslims?