



Merton Bank Spring 2 plan - Year 6



<u>Subject</u>	Victorians	
	National Curriculum	Activities
History	<p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>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.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>British Empire – Victorians</p> <p>To consider how the industrial revolution began and the impact that it had upon towns and cities and jobs</p>
Art	<p>Select appropriate media and drawing techniques to achieve a specific outcome</p> <p>To mix colours to portray the mood intended.</p> <p>To make informed choices about printing techniques (block, relief, impressed, block screen, stencil screen and transfer) and use a range within one artwork.</p> <p>Explain choices, difficulties and influences during each step using annotations explaining the reasons and effects.</p> <p>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.</p>	<ul style="list-style-type: none"> • Wallpaper printing William Morris Laura Ashley • Mountain inspired computer edited artwork Ansel Adams • WPA Style Poster Art
DT	<p>Explains choices for tools and components giving evidence for why they are suitable and fit their constraints given linked to their research.</p> <p>Meets their own design specifications that they have adapted to meet their given constraints.</p> <p>Produces own list of tools, materials, components, step by step guide to making and safety procedures needed.</p> <p>Uses a range of finishing techniques that require more than one step.</p> <p>Uses resourcefulness, resilience and innovation when tackling problems.</p> <p>Explains own next steps drawing from making experience.</p> <p>Test product with target audience and gather evidence about fit for purpose.</p> <p>Evaluate their ideas and products against their own design criteria and consider the impact the product would have on a target audience.</p> <p>Understand how key events and individuals in design have helped shape the world.</p> <p>Select and use appropriate tools and equipment safely when preparing and cooking food</p> <p>demonstrate an increasing range of food preparation skills, e.g. accurate weighing, measuring and kneading</p> <p>know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically</p> <p>know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat</p> <p>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.</p> <p>Developing meals considering presentation and target audience.</p>	<p>Exploring Victorian Inventions – bringing these to 2020 by adding computer programming</p> <ul style="list-style-type: none"> • Victorian Bread and Butter Pudding

<p style="text-align: center;">Computing</p>	<p>TECHNOLOGY IN THE WIDER WORLD - VLOGS</p> <ol style="list-style-type: none"> 1. Understand the idea of a blog/vlog and the benefits 2. Plan a vlog post based on research of existing vlogs. 3. Create a vlog post for a purpose 4. Evaluate your own and others vlog posts 5. To tell you about copyright and acknowledge the sources of information that I find online 6. To tell you the internet services I need to use for different purposes 7. To know that websites can use my data to make money and target their advertising. <p>Understand the importance of the use of personal data online</p> <p>ONLINE SAFETY</p> <p>ONLINE REPUTATION</p> <ul style="list-style-type: none"> • I can explain how I am developing an online reputation which will allow other people to form an opinion of me • I can describe some simple ways that help build a positive online reputation <p>PRIVACY AND SECURITY</p> <ul style="list-style-type: none"> • I use different passwords for a range of online services • I can describe effective strategies for managing these passwords (e.g. password managers, acronyms, stories) • I know what to do if my password is lost or stolen • I can explain what app permissions are and can give some examples from the technology or services I use • I can describe simple ways to increase privacy on apps and services that provide privacy settings • I can describe ways in which some online content targets people to gain money or information illegally. I can describes strategies to help me identify such content (e.g. scams, phishing) 	<p>Creating their own vlogs and understanding the positive and negative impact that these can have.</p>
<p style="text-align: center;">Geography</p>	<p>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</p> <p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Identifying British empires Mountains and hills</p>
<p style="text-align: center;">Science</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Evolution and inheritance</p> <p>Look at a range of fossils and identify them</p> <p>Look at how animals have evolved over time to suit their habitats</p> <p>To investigate how offspring are similar to their parents</p>
<p style="text-align: center;">Spanish</p>	<p>This is me, hobbies and fun</p> <p>2a All the fun of the Fair</p> <p>2b Favourites</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>Being able to talk confidently about themselves, things they do for fun and their hobbies.</p> <p>Learn new vocabulary related to hobbies and the fair.</p>

Music	Sing with clarity and accuracy with the rest of the class and independently . Playing instrument parts of a song/songs with accuracy and following notation (standard or other). Listening to a variety of songs to discuss what makes a good song. Listening to and responding to own and each other's	Pop Ballad - Adele
PE	Can attempt to play a short net/ball game, demonstrating use of taught racquet skills. -Use a wide range of shots with consistency. -Understand the need for tactics/give reasons for their chose of tactic. -Begin to identify strengths/weakness of their own/others performances (begin to umpire) -Make up and share more complex net games.	Lacrosse
PSHE	<ul style="list-style-type: none"> • Take action based on responsible choices • Recognise as they approach puberty how people's emotions change • Develop strategies to deal with their feelings in a positive way 	<u>Developing confidence and responsibility</u> <u>Self Esteem – relating to puberty</u>
RE	<ul style="list-style-type: none"> • retell the events leading up to and including the death of Jesus • explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life • explain how and why Christian individuals and communities might celebrate the events of Holy Week • use religious vocabulary to describe and explain the Eucharist • explain different Christian beliefs about the Eucharist and its importance • consider how people might mature and become stronger through overcoming difficulties • consider the value of being part of a community on the 'journey of life' • consider how people might mature and become stronger through overcoming difficulties • consider the value of being part of a community on the 'journey of life' 	Year 6 Key Question (to be used all year): Is life like a journey? Focus Question Why do Christians believe Good Friday is 'good'?