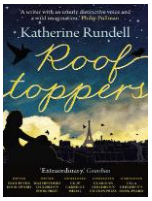
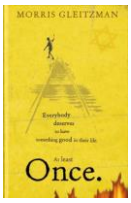
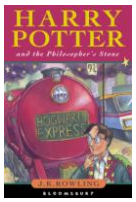
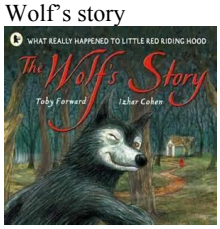
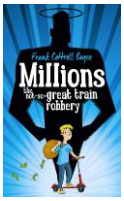
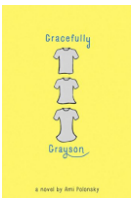
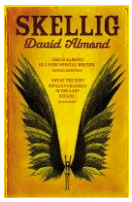
Year Six Term 2 Electricity

	Writing Map		Reading Spine			
English	Theme	Electricity				
	Main Text	Wolf's story 				
	Text Type	Character Flaw Focus: characterisation				
	Poetry Unit	WH Davies - Leisure				
	Narrative Unit	Character flaw				
	Non Fiction Unit	Balanced argument – link to London Zoo				
Mathematics	• Fractions • Decimals • Measurements					
Science (Data logging) **Revision** Earth & space Yr 5 Forces & magnets Yr 5	**<u>Working Scientifically</u>** **Links to the statutory programme of study:** • Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? • Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? • Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs? • Can they use test results to make predictions to set up further comparative and fair tests? • Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can they identify scientific evidence that has been used to support or refute ideas or arguments? **Non-statutory notes & guidance:** • Can they investigate the effects of changing one component at a time in an electrical circuit? • Can they use what they have found out to design & make a set of traffic lights, a burglar alarm or another useful circuit? **<u>Electricity</u>** Pupils should be taught to: • Build on work from Year 4 • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • use recognised symbols when representing a simple circuit in a diagram. **Ideas** • *Pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.* • ***Note:** Pupils are expected to learn only about series circuits, not parallel circuits.* • *Pupils should be taught to take the necessary precautions for working safely with electricity.* • *Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.*				
History	***Possible starting point / stimulus:*** *Visit to the Museum of Docklands / National Archives (Kew)* *Family tree – birth & death certificates / census information* <u>**A local study over time–**</u> <u>The Changing Docks – or – Changing families</u> **(investigate family history and links with Canning Town – resources – The Museum of Docklands)** **Knowledge and interpretation** • **Summarise main events from a specific period in history explaining the order in which key events happened.** • **Summarise how Britain has had an influence of world history.** • **Recognise and describe differences and similarities/changes and continuity between different**					

	periods of history. • **Can they give examples of things that are different in their life in comparison with earlier times** e.g. the industry/landscape of the area, changes re the local population etc • Describe features of historical events and people from past societies and periods they have studied. **Historical enquiry** • **Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint.** • **Suggest why there may be different interpretations of events.** • Identify and explain their understanding of the term propaganda • **To pose and answer their own historical questions** • **Devise historically valid questions about change, cause, similarity and difference and significance** • Describe a key event from Britain's past using a range of evidence from different sources. **Chronological understanding** • **To say where a period of history fits on a timeline** • **Place features of historical events and people from past societies and periods in a chronological framework.** • **Can they order artefacts relating to the time period studied and/or order major events/inventions/**eras re life/industry in the London docklands **(without being given the dates?)** • Place a specific event in a timeline by decade **Black History – Harriet Tubman**
Geography	No Geography
e-safety **Digital Literacy**	**Knowledge and Understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	**IT: Data Handling** Excel (Enterprise)
Religious Education	**How is art important in Christianity?** • How do we express our feelings? • How might music/dance be used as a way of expressing worship for believers? • How can colour express religious feelings and ideas? • How is sculpture used in religion? • How is faith expressed through drama? • How does Islamic art help Muslims to worship?

Physical Education	**Gymnastics – Matalan cards** **Acquiring and developing skills** • Do they combine their own work with that of others? • Can they link their sequences to specific timings? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? **Coach – Games Netball/basketball** **Acquiring and developing skills** • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise?
Art and Design	**ICT Animation-linked to Docklands** •Do they use software packages to create pieces of digital art to design. •Can they create a piece of art which can be used as part of a wider presentation? **Knowledge** •Can they make a record about the styles and qualities in their work? •Can they say what their work is influenced by? **Sketch books** •Do their sketch books contain detailed notes, and quotes explaining about items? •Do they compare their methods to those of others and keep notes in their sketch books? •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
Design and technology (Skills also taught through art- People in Action.)

French	**Listening and responding** •Do they listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words? •Do they read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling? **Speaking** •Do they engage in a short conversation using familiar questions and express opinions? •Do they manipulate language to create and say sentences of their own choice using familiar language? •Do they manipulate language using a language scaffold to present their own ideas /information in more complex sentences? **Reading and responding** •Do they follow a familiar more complex text and read aloud? •Do they understand the gist of an unfamiliar text using familiar language? •Do they pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules? •Do they read and show understanding of a series of complex sentences using familiar language? •Do they use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context? **Writing** •Do they write and say a complex sentence manipulating familiar language, using a dictionary for new language? •Do they write complex sentences from memory manipulating familiar vocabulary with understandable accuracy? **Grammar** •Do they demonstrate understanding of knowledge adjectival agreement; 3rd person sing/pl. of regular/ high frequency verbs; definite article; elision WITH a relative clause in construction of complex sentences?
PSHE	**e-safety lesson** **<u>Celebrating Difference (including anti-bullying)</u>** **Am I normal?** Can they accept that everyone is different? **Understanding disability** Can they include others when working and playing? **Power struggles** Do they know how to help if someone is being bullied? **Why bully?** Do they try to solve problems? **Celebrating difference** Can they use kind words? **Celebrating difference** Can they give and receive compliments?
Enrichment	• British Museum – Windrush • Docks museum • Docks • Anti-bullying Week • London Zoo • Christmas concerts