




Year 6 - Spring MTP

Subject	Geography North America	History Native America	RE What can we find out about a local Jewish community?	PSHCE How can the media influence people?	Science Sp1: Living things and their habitats Sp2: Animals including humans
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities <input type="checkbox"/> 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 <input type="checkbox"/> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of North America <input type="checkbox"/> physical geography including mountains <input type="checkbox"/> human geography including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <input type="checkbox"/> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study <input type="checkbox"/> Note connections, contrasts and trends over time and develop the appropriate use of historical terms <input type="checkbox"/> Address and devise historically valid questions about change, cause, similarity and differences, and significance <input type="checkbox"/> Construct informed responses that involve thoughtful selection and organisation of relevant historical information <input type="checkbox"/> Understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Jewish beliefs about God: God is one, God as creator, Lawgiver, Judge, God as the provider of this life and the afterlife <input type="checkbox"/> The significance of Moses: chosen by God (burning bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism <input type="checkbox"/> The importance of the Torah: its place, use and significance in the synagogue, importance for Jewish people today <input type="checkbox"/> The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals 	<ul style="list-style-type: none"> <input type="checkbox"/> For most people the internet is an integral part of life and has many benefits <input type="checkbox"/> Benefits of rationing time spent online <input type="checkbox"/> Why social media, some computer games and online gaming are age restricted <input type="checkbox"/> The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health <input type="checkbox"/> How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted <input type="checkbox"/> Where and how to report concerns and get support with issues online 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals <input type="checkbox"/> Give reasons for classifying plants and animals based on specific characteristics <input type="checkbox"/> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood <input type="checkbox"/> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <input type="checkbox"/> Describe the ways in which nutrients and water are transported within animals, including humans
Intent	Vast and diverse geography of North America	History of an oppressed indigenous population—importance	How Jewish faith is practiced any links in the community	Impact of the media/ internet on decisions	Sp1: classification of animals, plants and micro-organisms Sp2: circulatory system
Proposed sequence - not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> Western Region (mountainous – highly volcanic—formation) <input type="checkbox"/> Caribbean Region (small islands, coral reefs) <input type="checkbox"/> Eastern Region (coastal - wet) <input type="checkbox"/> Canadian shield (permafrost) <input type="checkbox"/> Compare and contrast Formation throughout —links to Earth	<ul style="list-style-type: none"> <input type="checkbox"/> Life style and cultural beliefs of Native Americans <input type="checkbox"/> Why did people move there? The gold rush <input type="checkbox"/> Causes of the war for the Plains (mistreatment of indigenous people) <input type="checkbox"/> Battle of the Little Big Horn (cause and effect) <input type="checkbox"/> What can we learn from what happened in the American West? 	<ul style="list-style-type: none"> <input type="checkbox"/> Key facts introduction (key terminology and symbols) <input type="checkbox"/> Important symbols within Jewish faith <input type="checkbox"/> Important individuals (linked back to symbols: David, Abraham and Moses) <input type="checkbox"/> The importance of Passover to Jews today <input type="checkbox"/> Festival of wheats – Shavuot <ul style="list-style-type: none"> <input type="checkbox"/> Synagogue visit 	<ul style="list-style-type: none"> <input type="checkbox"/> how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions <input type="checkbox"/> that not everything should be shared online or social media and that there are rules about this, including the distribution of images <input type="checkbox"/> that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions <input type="checkbox"/> how text and images can be manipulated or invented; strategies to recognise this <input type="checkbox"/> to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts <input type="checkbox"/> to recognise unsafe or suspicious content online and what to do about it <input type="checkbox"/> how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them <input type="checkbox"/> how to make decisions about the content they view online or in the media and know if it is appropriate for their age range <input type="checkbox"/> how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue <input type="checkbox"/> to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have 	<ul style="list-style-type: none"> <input type="checkbox"/> Label key parts of the circulatory system (fed in facts to label) Show in context of the human body and what children already know <input type="checkbox"/> Features and functions of the heart <input type="checkbox"/> Role of blood in the human body (ensure understanding of the role of arteries and veins) <input type="checkbox"/> How nutrients and water are transported around animals including humans <input type="checkbox"/> Recognise the impact of diet, exercise, drugs (prescription and illegal) and lifestyle <input type="checkbox"/> Working scientifically to explore all of the above <ul style="list-style-type: none"> <input type="checkbox"/> Animal classification – basic characteristics <input type="checkbox"/> Plant classification <ul style="list-style-type: none"> <input type="checkbox"/> Animal and plant classifications in the local environment <input type="checkbox"/> Micro-organism classification (label diagrams, fed in facts) <input type="checkbox"/> Mould (micro-organism that can be seen) – observing mould grow (handwashing/ bread) <input type="checkbox"/> Algae—what is it & how can we keep ourselves & others safe <input type="checkbox"/> Viruses and bacteria—what makes them thrive and how we can protect ourselves



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Subject	Computing 1: Text adventures 2: Networks	D.T. CAD	Art Norman Foster Architecture Inky Style Art	Spanish	Music	PE Dance and Gymnastics
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Design, write and debug programs to accomplish specific goals <input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output <input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors) <input type="checkbox"/> Understand computer networks, including the internet <input type="checkbox"/> Use search technologies effectively <input type="checkbox"/> Select, use and combine a variety of software on a range of devices <input type="checkbox"/> Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> <input type="checkbox"/> Use research and develop criteria <input type="checkbox"/> Design innovative, functional and appealing products <input type="checkbox"/> Generate, develop and communicate ideas <input type="checkbox"/> Select from a wider range of tools, materials and components <input type="checkbox"/> Investigate and analyse a range of existing products <input type="checkbox"/> Consider how to improve work <input type="checkbox"/> Understand the impact of key events and individuals <input type="checkbox"/> Strengthen, stiffen and reinforce 	<ul style="list-style-type: none"> <input type="checkbox"/> Create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ink, paper, card] <input type="checkbox"/> Learn about great artists, architects and designers in history <input type="checkbox"/> Explore architecture of another time and / or culture, and make individual work in response to what is seen. <input type="checkbox"/> Enable evolution of ideas through a combination of design through making and drawn inspiration. <input type="checkbox"/> Revisit still life. Develop drawing skills using observational drawing 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively and show understanding by joining in and responding <input type="checkbox"/> Link the spelling, sound and meaning of words <input type="checkbox"/> Engage in conversations <input type="checkbox"/> Speak in sentences <input type="checkbox"/> Accurate pronunciation and intonation <input type="checkbox"/> Present orally <input type="checkbox"/> Read carefully <input type="checkbox"/> Appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> Broaden vocabulary, including through using a dictionary <input type="checkbox"/> Write and adapt phrases from memory <input type="checkbox"/> Describe people, places, things and actions orally and in writing <input type="checkbox"/> Understand basic grammar 	<p>We are following the DMS model curriculum for Music which is currently being reviewed to reflect the DfE's model music curriculum.</p> <p>Planning will be added as it is released by DMS through the year.</p>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> Develop flexibility, strength, technique, control and balance <input type="checkbox"/> Perform dances using a range of movement patterns <input type="checkbox"/> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Intent	Apply skills to a range of software products within Purple Mash	Use software to create textile patterns	Understand the style of different architects. Develop still life drawing skills.	To be able to speak and write confidently from memory and adapt phrases	<input type="checkbox"/>	To seamlessly combine dance and gymnastics in a routine
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> What is a text adventure? Planning a story adventure <input type="checkbox"/> Making a story-based adventure game <input type="checkbox"/> Introducing a map-based text adventure <input type="checkbox"/> Coding a map-based text adventure <input type="checkbox"/> The World Wide Web and the internet <input type="checkbox"/> Our school network and accessing the internet <input type="checkbox"/> Research 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore using computer programs to create patterns and generate decoration <input type="checkbox"/> Research user wants and needs, and generate design criteria <input type="checkbox"/> Investigate a range of materials and tools as well as construction and strengthening techniques <input type="checkbox"/> Explore and evaluate fastenings <input type="checkbox"/> Use software to create a pattern, cut pattern from selected fabric and assemble (use software to add decoration at the appropriate stage of assembly for product) <input type="checkbox"/> Evaluate product again design criteria 	Architecture <ul style="list-style-type: none"> <input type="checkbox"/> Explore the work of Norman Foster. <input type="checkbox"/> Compare to other architects - what makes his work unique? <input type="checkbox"/> Design own building in his style, using modelling materials, printing etc to share designs Inky still life <ul style="list-style-type: none"> <input type="checkbox"/> Still life sketching focusing on light and dark <input type="checkbox"/> Explore ink and fading/ 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify nouns, adjectives, prepositions, adverbs and verbs in a text. <input type="checkbox"/> Furniture. <input type="checkbox"/> Understand how accents affect pronunciation. <input type="checkbox"/> Recap from years 3,4 and 5. <input type="checkbox"/> Sustain a large conversation using previous learning. 	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Please see the PE progression document for specific skills taught