

# Spring 2 Year 6 Medium term plan

Subject	WK1	WK2	WK3	WK4	WK5	WK6
<b>Science</b>  Energy: Circuits, batteries and switches	<b>New Core Knowledge</b> Scientists and engineers use special symbols to represent components.  <b>Revisiting Core Knowledge</b> Would a metal spoon conduct electricity?  <b>Key Vocabulary</b> Components Circuit  <b>Outline of Main Tasks</b> The children will explore the different electrical components in real life then draw the symbols to match with a definition into books.	<b>New Core Knowledge</b> Standardised symbols in a circuit must be drawn with ruler and must make a rectangle.  <b>Revisiting Core Knowledge</b> What does this (picture) represent?  <b>Key Vocabulary</b> Standardised Diagram  <b>Outline of Main Tasks</b> Draw circuits using the correct symbols and rules. Play dice games- predict if they think the circuit will work, make the circuit, draw the circuit and justify if it worked or didn't work.	<b>New Core Knowledge</b> The more lightbulbs we add to a circuit the less resistance there is resulting in the bulbs becoming dimmer.  <b>Revisiting Core Knowledge</b> What shape should a circuit make?  <b>Key Vocabulary</b> Resistance Current  <b>Outline of Main Tasks:</b> Conduct the experiment: How does the number of bulbs in a circuit affect the brightness of the bulbs?	<b>New Core Knowledge</b> Batteries are different because they are suited for different appliances.  <b>Revisiting Core Knowledge</b> What happens when more lightbulbs are added to a circuit?  <b>Key Vocabulary</b> Voltage Voltmeter  <b>Outline of Main Tasks</b> The children will explore different batteries to see their voltage and think about what everyday electricals the batteries would be used for. Using <a href="#">PHET Circuit construction kit</a> the children are going to simulate different voltage changes.	<b>New Core Knowledge</b> Increasing the voltage means the bulb gets brighter  <b>Revisiting Core Knowledge</b> Why are their different voltages?  <b>Key Vocabulary</b> Lux Light meter  <b>Outline of Main Tasks</b> Create different circuits with different amount of voltage- each time test the lux (bulb brightness) to see how voltage affects bulb brightness.	<b>New Core Knowledge</b> Electricians or inventors use electrical scientific knowledge everyday.  <b>Revisiting Core Knowledge</b> How does a blub get brighter?  <b>Key Vocabulary</b> Buzzer Circuit  <b>Outline of Main Tasks</b> Children will all create a circuit including a buzzer for their steady hand game and test it out to see its effectiveness.
<b>History</b>  Ancient Greece	<b>New Core Knowledge</b> The Ancient Greeks lived in Greece and the surrounding areas, from around 1200 BCE to 146 BCE.  <b>Revisiting Core Knowledge</b> Why are oceans suffering?  <b>Key Vocabulary</b> Period Timeline  <b>Outline of Main Tasks</b> The children will colour in a world map of where they lived, and then label on major city states and bordering countries. Write a short explanation to say where it is. Afterwards the children will create a timeline in books of the 6 main periods of Ancient Greece using dates.	<b>New Core Knowledge</b> The Ancient Greeks believed in many gods and goddesses.  <b>Revisiting Core Knowledge</b> The Ancient Greeks lived between 1200BCE and 146 BCE.  <b>Key Vocabulary</b> Mount Olympus God/Goddess  <b>Outline of Main Tasks</b> Children will create a spider diagram/ double page spread to show 6 different Greek Gods or Goddess that they believed in. Explain why they believed in more than one God/Goddess in a paragraph.	<b>New Core Knowledge</b> Athens focused on education, art, and democracy, whereas Sparta was a warrior society.  <b>Revisiting Core Knowledge</b> The Ancient Greeks believed in many gods and goddesses.  <b>Key Vocabulary</b> Sparta Athens  <b>Outline of Main Tasks</b> Children will understand the difference between Athens and Sparta. Create a Venn diagram to show the difference between the two states, then write a short reason why they were different. Challenge: Write a diary entry from 2 different people's prospectus to showcase how the states were different.	<b>New Core Knowledge</b> Athenian democracy was a direct democracy.  <b>Revisiting Core Knowledge</b> Athens focused on education, art, and democracy, whereas Sparta was a warrior society.  <b>Key Vocabulary</b> Democracy boule  <b>Outline of Main Tasks</b> Create a debate to showcase who was allowed to vote in Athens? What they might have voted for? Where were the votes held? Use debate planning sheet to formulate ideas. Stick a picture into books to show the debate and answer the LQ in an explanation paragraph.	<b>New Core Knowledge</b> Ancient Greek philosophers used questions and reasoning to understand how people should live.  <b>Revisiting Core Knowledge</b> Athenian democracy was a direct democracy.  <b>Key Vocabulary</b> Philosophy Influence .  <b>Outline of Main Tasks</b> Create a flip book by researching about 3 Greek philosophers including: Name Birth/death dates Personality Achievements Impact today.	<b>New Core Knowledge</b> The Ancient Greeks gave us democracy, the Olympics, theatre, and key ideas in maths, science, and philosophy.  <b>Revisiting Core Knowledge</b> Ancient Greek philosophers used questions and reasoning to understand how people should live.  <b>Key Vocabulary</b> Legacy Alphabetum  <b>Outline of Main Tasks</b> The children will use a diamond 9 to show what is the most important thing the Greeks did for us. Discuss ideas and reason why. The children will then create a postage stamp to showcase the most important legacy the Greeks have left for us. Write an explanation to why you chose this legacy.
<b>DT</b>  Steady hand game	<b>New Core Knowledge</b> A product needs to look attractive (form) and function correctly.  <b>Revisiting Core Knowledge</b> Would a paper clip conduct electricity?  <b>Key Vocabulary</b> Form Function	<b>New Core Knowledge</b> A steady hand game needs to be attractive for children to use.  <b>Revisiting Core Knowledge</b> What does form mean?  <b>Key Vocabulary</b> One line drawing	<b>New Core Knowledge</b> Function is more important than form.  <b>Revisiting Core Knowledge</b> Why does a game need to be attractive?  <b>Key Vocabulary</b> Sturdy	<b>New Core Knowledge</b> A one line drawing is a single line to create a shape.  <b>Revisiting Core Knowledge</b> What is function?  <b>Key Vocabulary</b> Conducts Structure	<b>New Core Knowledge</b> A steady hand game needs a buzzer in its circuit.  <b>Revisiting Core Knowledge</b> What is a one line drawing?  <b>Key Vocabulary</b> Components Circuits	<b>New Core Knowledge</b> A successful game will buzz when the wire conducts electricity.  <b>Revisiting Core Knowledge</b> What is essential in a circuit for a steady hand game?  <b>Key Vocabulary</b> Evaluate

## Spring 2 Year 6 Medium term plan

	<p><b>Outline of Main Tasks</b> The children will research different children's toys, analysing their effectiveness. For each toy they will need to discover the form and function.</p>	<p>Three- dimensional</p> <p><b>Outline of Main Tasks</b> The children will design a base and one line drawing for their steady hand game. Using 3D drawings and colour the children will plan what they would like the game to look like. Incorporate form and function into design from previous lesson.</p>	<p>Attractive</p> <p><b>Outline of Main Tasks</b> The children will make a 3D base for their steady hand game using thick card and colours. They will use their plan to base their ideas. It will need to be big enough to hold the electricals inside.</p>	<p><b>Outline of Main Tasks</b> Children will create a wire structure to form the wire for their steady hand game attaching it to their base.</p>	<p><b>Outline of Main Tasks</b> Children will work in pairs to create a circuit to ensure their game is purposeful and conducts electricity to buzz when the wire is touched.</p>	<p>Successful</p> <p><b>Outline of Main Tasks</b> The children will evaluate each other's work and write a short summary with a final picture of their work.</p>
<p><b>Music</b></p> <p>Film music</p>	<p><b>New Core Knowledge</b> Film music enhances the dialogue and action in the film.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Emotion Imagery</p> <p><b>Outline of Main Tasks</b> To listen and appraise different musical features in a variety of film contexts.</p>	<p><b>New Core Knowledge</b> Major type of musical keys sounds more positive and upbeat whereas minor is more sad or thoughtful.</p> <p><b>Revisiting Core Knowledge</b> What does film music enhance?</p> <p><b>Key Vocabulary</b> Major Minor</p> <p><b>Outline of Main Tasks</b> Listen to different music from films and describe them using different vocabulary such as minor and major.</p>	<p><b>New Core Knowledge</b> A graphic score is a way to represent written music.</p> <p><b>Revisiting Core Knowledge</b> What do minor and major keys represent?</p> <p><b>Key Vocabulary</b> Graphic score Pitch</p> <p><b>Outline of Main Tasks</b> The children will work out and represent different graphic scores before writing their own graphic scores to show different emotions through music.</p>	<p><b>New Core Knowledge</b> The purpose of a soundtrack is to improve a film's viewing experience without being too overpowering.</p> <p><b>Revisiting Core Knowledge</b> How can we represent music?</p> <p><b>Key Vocabulary</b> Composition soundtrack</p> <p><b>Outline of Main Tasks</b> Compose a piece of music for a film that depicts emotions through the film of Wallace and Gromet.</p>	<p><b>New Core Knowledge</b> You need to be confident to perform music.</p> <p><b>Revisiting Core Knowledge</b> What is the purpose of a soundtrack?</p> <p><b>Key Vocabulary</b> Improvise Performance</p> <p><b>Outline of Main Tasks</b> Perform final pieces to match Wallace and Gromet.</p>	
<p><b>French</b></p> <p>In my house</p>	<p><b>New Core Knowledge</b> Prepositions describe the position of items.</p> <p><b>Revisiting Core Knowledge</b> Adjectives of size go in front of the noun but adjectives of colour go after the noun.</p> <p><b>Key Vocabulary</b> sur – on sous – under</p> <p><b>Outline of Main Tasks</b> In pairs the children will move around the room with an item and using their new vocab of prepositions they place the item and the others will say in French where it is.</p>	<p><b>New Core Knowledge</b> ?????</p> <p><b>Revisiting Core Knowledge</b> Prepositions describe the position of items.</p> <p><b>Key Vocabulary</b> Revisit all vocabulary from pervious lessons.</p> <p><b>Outline of Main Tasks</b> Children will read a letter of a description of a house then with support they will write their own letter to describe their house using the knowledge from the unit.</p>	<p>Lesson 5 continued.</p>			
<p><b>Computing</b></p> <p>Data handling 1: Big Data 1</p>	<p><b>New Core Knowledge</b> Barcode and QR code are for scanning to find out information.</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> Infrared is invisible to the eye but can transmit small amounts of data.</p> <p><b>Revisiting Core Knowledge</b> What are barcodes and QR code used for?</p>	<p><b>New Core Knowledge</b> RFID (Radio Frequency Identification) is a form of wireless communication that allows tracking or matching an item or individual</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> Spreadsheets are formatted in rows and columns.</p> <p><b>Revisiting Core Knowledge</b> What does RFID stand for?</p>	<p><b>New Core Knowledge</b> People can use RFID on public transport.</p> <p><b>Revisiting Core Knowledge</b> How are spread sheets formatted?</p>	

## Spring 2 Year 6 Medium term plan

	<p><b>Key Vocabulary</b> Bar code QR code</p> <p><b>Outline of Main Tasks</b> The children will go on a barcode and QR code hunt to find out why barcodes have been created.</p>	<p><b>Key Vocabulary</b> Transmission Infrared</p> <p><b>Outline of Main Tasks</b> Children will learn how a TV remote works using infrared technologies then their challenge is to invent and design a new type of use for infrared technology in their school that uses either data transmission, proximity, barrier or heat detection.</p>	<p>What can an infrared light transmit?</p> <p><b>Key Vocabulary</b> RFID chip</p> <p><b>Outline of Main Tasks</b> The children will learn how bankcards can pay contactless and how microchip works in pets. They will then try and explore the spreadsheet that mimics this process.</p>	<p><b>Key Vocabulary</b> Column Rows</p> <p><b>Outline of Main Tasks</b> Children will complete <i>Activity: Kapowland data</i> which mimics a theme park and how they use RFID.</p>	<p><b>Key Vocabulary</b> Contactless Public transport</p> <p><b>Outline of Main Tasks</b> Using London transport data the children will read different scenarios and solve the problems using the spreadsheet to support.</p>	
<p><b>RE</b></p> <p>Why is it better to be there in person.</p>	<p><b>New Core Knowledge</b> Hajj is an annual Islamic pilgrimage to Makkah</p> <p><b>Revisiting Core Knowledge</b> The Night Journey occurred at the Dome of the Rock, where Prophet Muhammad met other prophets and ascended to heaven.</p> <p><b>Key Vocabulary</b> Hajj Makkah</p> <p><b>Outline of Main Tasks</b> Children will write a diary entry in the role of a pilgrim going to visit Makkah.</p>	<p><b>New Core Knowledge</b> Humanists (non-religious people) hold an annual convention.</p> <p><b>Revisiting Core Knowledge</b> Hajj is an annual Islamic pilgrimage to Makkah</p> <p><b>Key Vocabulary</b> Humanist Convention</p> <p><b>Outline of Main Tasks</b> Research about a humanist convention in groups and create a poster to explain how they work.</p>				
<p><b>PSHE</b></p> <p>Economic wellbeing</p>	<p><b>New Core learning:</b> People can feel different emotions regarding finances (i.e. worry, stress, happiness).</p> <p><b>Revisiting Core Knowledge</b> What are human rights?</p> <p><b>Key Vocab:</b> Finances Wellbeing</p> <p><b>Outline of Main Tasks</b> Create a spider diagram as a class to describe feelings people may have towards money. Children will then look a scenario of someone's finances and discuss the impact as a class. They will then complete a role play activity in pairs, where one person has a money issue and the other provides a coping strategy/ advice.</p>	<p><b>New Core learning:</b> People can have different ways to keep their physical or digital finances safe.</p> <p><b>Revisiting Core Knowledge</b> People can feel different emotions regarding finances (i.e. worry, stress, happiness).</p> <p><b>Key Vocab:</b> Safeguard Digital/physical</p> <p><b>Outline of Main Tasks</b> Pupils will look at money-based scenarios in teams and work together to find the best solution for safeguarding the money in the scenario, though devising a plan which they will present in groups to the class.</p>	<p><b>New Core learning:</b> At secondary school there are new financial responsibilities for pupils (lunch/ transport money and equipment), this can require budgeting and saving.</p> <p><b>Revisiting Core Knowledge</b> People can have different ways to keep their physical or digital finances safe.</p> <p><b>Key Vocab:</b> Budget Responsible</p> <p><b>Outline of Main Tasks</b> Pupils will look at financial scenarios and devise a plan in groups for them to save/budget their money so they can be responsible at secondary school.</p>	<p><b>New Core learning:</b> There is more than one job role in a workplace.</p> <p><b>Revisiting Core Knowledge</b> At secondary school there are new financial responsibilities for pupils (lunch/ transport money and equipment), this can require budgeting and saving.</p> <p><b>Key Vocab:</b> Workplace employees</p> <p><b>Outline of Main Tasks</b> The children will research a workplace and all the different job roles within the work place, finding out what each job role entails.</p>	<p><b>New Core learning:</b> There are many different career options/ sectors, each with different educational and skill requirements.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocab:</b> Career Education requirements</p> <p><b>Outline of Main Tasks</b> Pupils will be asked to consider their skills and interests before completing the mini questionnaire: 'This way up'. This will provide some career options for them based off their skills and interests.</p>	