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| **Science****Electricity** * Describe the parts of an electric circuit
* Explore voltage and its effect on an electrical circuit
* Apply knowledge to identify and correct problems in a circuit
* Investigate what affects the output of a circuit
* Build a set of traffic lights
* Apply knowledge of conductors and insulators.

**Light** * Explore how light travels
* Explore reflection
* Explore reflection and explain how it can be used to help us see
* Investigate how shadows can change
* Investigate how we can show why shadows have the same shape as the object that casts them
* Explore light phenomena
 | **Music****Baroque*** Define some key features of Baroque music, including recitative, canon, ground bass and fugue.
* Take part in a vocal improvisation task based on Baroque recitative.
* Play several parts of a canon using staff notation, with or without letter names.
* Compose a ground bass melodic ostinato.
* Notate a ground bass pattern using staff notation.
* Name some well-known Baroque composers and describe what musical features they were known for.
* Learn a fugue part by reading staff notation, with or without note names.
* Perform a fugue.

**Composing and performing a leavers’ song*** Identify and evaluate the musical features of a song.
* Contribute ideas to their group chorus, suggesting how lines three and four could rhythm.
* Fit and existing melody over a four-chord backing track.
* Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
* Record melodies using letter notation.
* Perform the leavers’ song with confidence.
 | **Spanish****A trip across Spain*** Describe the location of some Spanish cities.
* Use a range of strategies to widen vocabulary for describing places.
* Construct sentences describing future plans.
* Discuss future travel plans.
* Create a role-play conversation about future travel plans.
* Perform a role-play conversation about future travel plans.

**Saving South America*** Interpret locational language in a description of South America.
* Construct comparative sentences about South America’s environment.
* Discuss ways to help protect South America’s environment.
* Write a set of instructions for creating a healthy world.
* Script an advert campaigning for action on South America’s environmental problems.
* Present adverts campaigning for action on South America’s environmental problems.
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| **History****Ancient Civilisations**· Identify where and when ancient civilisations began· To compare daily lives in different civilisations· Compare architecture, trade, writing systems· Look at inventions across the civilisations | ***Brackenwood Junior School***https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c***Y6*** ***Summer Overview*** | **PE****Ultimate Frisbee*** Throw a frisbee accurately using the backhand
* How to create angles
* How to defend against an opponent
* Learn the rules of ultimate frisbee

**Athletics*** Controlling my running over middle distances
* To generate power from my thigh
* High jump techniques
* How to hurdle effectively
* Transfer the relay batton effectively

**OAA*** Work as part of a team
* Give clear instructions
* Work quickly and effectively against the clock
* Communicate positively with other members of your group

**Rounders*** Throw accurately
* Strike with some accuracy into a given area
* Back up fellow fielders
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| **Geography****Interconnectivity*** To locate UK, China and UAE on a map and identify land borders
* To plan relevant questions for a fieldwork study.
* To explore transportation links between different countries.
* To investigate the trends and patterns of a country’s economy and population.
* To identify causes and solutions of air pollution in the UAE, China and UK.
 | DT**Cooking & Nutrition: Come Dine with Me*** To research and design a three-course meal.
* To apply culinary skills and knowledge (starter).
* To apply culinary skills and knowledge (main).
* To apply culinary skills and knowledge (dessert).

**Electrical Systems: Steady Hand Game*** To design a steady hand game.
* To construct a stable base.
* To assemble electronics and complete an electrical game.

 | RE**The Natural World**● What do different faiths say about how the world was created?● What are some similarities between the creation stories?● What are the scientific and non-religious views on how Earth was created?● What is stewardship?● What can faith members do to care for the world and the environment?What influences people to look after the natural world? |
| **Computing**Sensing Movement* I can identify examples of conditions in the real world
* I can decide what variables to include in a project
* I can test my program against my design

**Microbits*** Create a countdown program using count-controlled iteration
* Modify a program with count-controlled iteration
* Create a program to gather the strength of a throw in basketball
 | **Art****Drawing*** Develop ideas using different mixed media, using a sketchbook.
* Manipulate and experiment with the elements of art: line, tone, pattern, textures, form, space, colour and shape.

**Sculpture*** Describe the different qualities involved in modelling, sculpture and construction.
* Develop skills working in 3D
* Make a models and develop, making alterations to create a final piece.
* Create sculpture and constructions with increasing independence
 | **PSHE****Economic Well Being*** Understand feelings about money and the impact they can have.
* Explain how to safeguard money in both digital and physical environments.
* Know the money changes when moving to secondary school.
* Understand the risks of gambling.
* Explain how careers function in different settings and what roles and responsibilities come with them.
* Explore different career routes and their requirements.

**Identity*** Understand the factors which make up identity.
* Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.

**Transition*** I understand that change can bring opportunity but also worry.
* I can explain some ways I can deal with change.
* I can explain some strategies I can use if I feel stressed or anxious.
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