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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. |
| **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 |
| **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. |