| **Science**  **Animals including Humans**   * To identify and name the parts of the human circulatory system * To describe the function of the heart, blood vessels and blood * To recognise the impact of diet, exercise, drugs and lifestyle on the body * To describe the way nutrients and water are transported within animals including humans | **Music**  **Film Music**   * Identify how different styles of music contribute to the feel of a film. * Use the terms ‘major’ and ‘minor’. * Identify different instruments to describe how music evokes different emotions. * Identify pitch, tempo and dynamics, and use these to explain and justify their answers. * Create a musical graphic score and create a composition with sound effects.   **Theme and Variations: Pop Art**   * Identify the sounds of different instruments and discuss what they sound like. * Recall the names of instruments according to their orchestra sections * Keep the pulse using body percussion * Sing in control and confidence. * Name rhythms correctly. * Show differences between musical variations. | **Spanish**  **Household Tasks in Spanish**   * To interpret and translate opinions about household tasks. * To find and categorise vocabulary from descriptions of different robots. * To describe a robot’s purpose using verbs and adverbs. * To write a descriptive text about an invented robot. * To describe the functions of a robot using a persuasive advert. * To evaluate and justify a choice of robot.   **Shopping in Spain**   * To explore pronunciation rules using vocabulary for food and market stalls. * To describe the location of a market stall using prepositions. * To express different amounts of money using numbers up to 100. * To express how much / how many using food vocabulary. * To create and use dialogue for a shopping transaction. * To adapt and use language structures for a shopping game. |
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| **History**  **World War 2**  -To understand why Britain declared war and other countries also became involved  -look at how and why Hitler became leader  -begin to understand the impact on Jewish communities and the Holocaust  -To understand the impact of the blitz, even in our local area  -To understand that war has an impact everywhere. Learn about how our local area was impacted during WW2 | ***Brackenwood Junior School***  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  ***Y6***  ***Spring Overview*** | **PE**  **Dance**   * World War 2 link * Show different levels, pathways and directions when I travel   **Tri Golf**   * Adopt and efficient stance to strike the ball * Chip over hazards   **Badminton**   * To serve long and short * Serve with accuracy   **Team building and problem-solving**   * To perform calmly under pressure * Communicate clearly |
| **Geography**   * To locate mountains and identify their features * To understand how mountains are formed * To locate key geographical features of the USA * To understand what a canyon is and how they are formed * To explain why some places may be more populated than others * To explore the climate across the USA | DT  **Mechanical Systems: Automata Toys**   * To prepare wood for assembly by measuring, marking and cutting each piece. * To assemble the automata frame components and supports with the help of an exploded diagram. * To explore the relationship between cam profiles and follower movement to inform a design decision. * To apply the housing and finishing touches to the automata frame. | RE  **Journeys – Christian and Muslim**   * Understand what is meant by the term rite of passage * Look at people who could be there for them on a religious journey * To know what a pilgrimage is * Compare a Christian pilgrimage to the Hajj * understand the importance of pilgrimages to people of religion   **Christianity – The Afterlife**   * recalling the resurrection from the Easter Story * understanding that people have different views on resurrection/afterlife * look at other faiths and their rituals around life, death and resurrection * look at different beliefs and how not believing in an afterlife/resurrection might impact how we live |
| **Computing**  **Coding - Code Studio** Data and information - Introduction to SpreadsheetsI can suggest how to structure my dataI can choose an appropriate format for a cellI can construct a formula in a spreadsheetI can create a formula which includes a range of cellsI can explain why data should be organisedI can suggest when to use a table or chart | **Art**  **Artist:**  **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.   **Painting**   * Create shades and tints using black and white. * Choose appropriate paint, paper and implements to adapt and extend their work. * Carry out preliminary studies, test media and materials and mix appropriate colours. * Work from a variety of sources, inc. those researched independently. * Show an awareness of how paintings are created (composition) | **PSHE**  **Safety and the Changing Body**   * Developing an understanding about the reliability of online information. * Exploring online relationships including dealing with problems. * Discussing the reasons why adults may or may not drink alcohol. * Discussing problems which might be encountered during puberty and using knowledge to help. * Learning how to help someone who is choking. * Placing an unresponsive patient into the recovery position.   **Citizenship**   * Learning about environmental issues relating to food. * Discussing how education and other human rights protect us. * Identifying causes that are important to us. * Discussing how people can influence what happens in parliament. * Discussing ways to challenge prejudice and discrimination. * Identifying appropriate ways to share views and ideas with others. |