| **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**  **Free Time in Spain**   * To read a cartoon to identify how verb endings change. * To report about seasonal activities using regular verb endings. * To answer questions about free time in Spain using appropriate verb endings. * To translate travel reports from English to Spanish. * To construct a descriptive travel blog using a range of verbs in the present tense. * To compare and respond to different travel blogs to express preference.   **Maya City Treasure Hunt**   * To translate sentences to find out about Ancient Maya cities. * To describe the Ancient Maya people. * To deduce and follow simple directions to different Maya city landmarks. * To interpret directional language to navigate around a Maya city. * To create written clues for a treasure hunt around an Ancient Maya city. * To evaluate the use of language used in giving directions. |
| --- | --- | --- |
| **History**  **Ancient Civilisations -** Identify where and when ancient civilisations began - To understand the importance of rivers on settlements and agriculture -to learn how the Ancient civilizations communicated -to understand the different religious beliefs -look at the inventions, innovations and trade | ***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. | **The Natural World**  ● To know what different faiths say about how the world was created  ● Look at similarities between the creation stories  ● To know the scientific and non-religious views on how Earth was created  ● Learn what it means to have stewardship over the Earth  ● To know what faith members do to care for the world and the environment |
| **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   **Coding - Code Studio** | **Art**  **Artist: Phil Dean: The Shoreditch Sketcher**  **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. |