



BRACKENWOOD JUNIOR SCHOOL

Medium Term Plan – Year 6 Autumn 1

Design and Technology	<u>Fairgrounds</u> <ol style="list-style-type: none"> 1. I can look at a range of familiar products that use rotating part 2. I can investigate ways of using electrical motors to create rotating parts. 3. I can investigate ways of making a framework for a fairground ride 4. I can design a fairground ride with a rotating part 5. I can make a fairground ride following a design 6. I can evaluate a finished product
History	<u>Victorians</u> <ol style="list-style-type: none"> 1. I can identify Queen Victoria and place the Victorian period in relation to other periods of British history. I can extract information from a portrait considering what life was like wealthy families. 2. I can collect information from a range of sources and draw conclusions about the Victorian period and the industrial revolution, helping me to understand that ways of life differed greatly across Victorian society. 3. I can understand that the work of individuals can change aspects of society. I can find out about important figures in Victorian times and can present their findings in different ways. 4. I can compare modern and Victorian schooling and communicate through drama their understanding of the nature of school life in Victorian times. 5. I can recall information about the life of children in Victorian times and select appropriate material and present it in a way that shows their understanding of the Victorian period reflecting on the impact of the railways and canals in Victorian England.
MFL	<u>Salut! Hobbies</u> <ol style="list-style-type: none"> 1. I can name popular hobbies. 2. I can write simple sentences about my hobbies 3. I can say what I do at the weekend. 4. I can name film genres 5. I can enjoy a story in French.
Music	<u>Victorian Inventions</u> <ol style="list-style-type: none"> 1. I can participate in warm up games- following the start/ stop signs / identifying 'magic' rhythms. 2. I can chant with actions moving to the music. 3. I can sing in small groups. Perform vocal sounds following a graphic score. 4. I can use standard rhythmic notation to perform, compose and improvise; focusing on crotchets, minims and quavers. 5. I can play notated rhythmic patterns using 'drumsticks' or 'chop sticks' 6. I can explore and learn about Victorian musical inventions and listen and watch music being performed on traditional Victorian instruments. 7. I can create a soundscape using Victorian inspired inventions; possibly relating to the Victorian Inventions Song.
PE	<u>Health Related Exercise</u> <ol style="list-style-type: none"> 1. I can develop my knowledge of how the food & drink we consume affects our body 2. I can develop my ability to exercise at different intensities 3. I can develop my ability to utilise K+U of the body to improve their peer's fitness
PSHE	<u>Being Me in My World</u> <ol style="list-style-type: none"> 1. I can identify my goals for this year, understanding my fears and worries about the future and know how to express them. 2. I can identify the universal rights for all children and know that for many children, these rights are not met. 3. I can understand that my acting affect other people, locally and globally. 4. I can make choices about my own behaviours because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibly. 5. I can understand how an individual's behaviour can impact on a group 6. I can understand how democracy and having a voice benefits the school community.
RE	<u>Islam - Beliefs and Practices</u> <ol style="list-style-type: none"> 1. I can show an understanding of why people show commitment in different ways. 2. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. 3. I can think of some ways of showing commitment to God that would be better than others for Muslims
Science	<u>Electricity</u> <ol style="list-style-type: none"> 1. I can represent a simple circuit in a diagram and describe how it works 2. I can use a switch in a simple circuit, show it in a diagram and describe how it works 3. I can demonstrate the effects of changing the current flowing through components in a circuit 4. I can demonstrate how circuits can be represented in, and constructed from, diagrams 5. I can research how electricity is generated and transmitted to the classroom, and discuss electricity generation in the future 6. I can present information on how electricity is generated and transmitted to the classroom, and to discuss its generation in the future

A Sense of Enterprise	Homework Project	Ideas for Display
Learning outside the classroom	RRSA	Local cultural links including trips and visits
	Wants and Needs cards Class Charter Photo homework UNICEF Outright Campaign	Hi-Impact Curriculum Workshop: Lights and Shadows