



BRACKENWOOD JUNIOR SCHOOL

Medium Term Plan – Year 6 Autumn 2

Art	<u>William Morris (Drawing)</u> <ol style="list-style-type: none"> 1. To explore the artwork of William Morris 2. To explore and understand the Arts and Crafts movement 3. To observe and sketch natural objects adding colour, shade and tone. 4. To create a repeating design, inspired by William Morris.
Computing	<u>Coding</u> <ol style="list-style-type: none"> 1. I can use functions to simplify complex programs and can use pre-determined functions to complete commonly repeated tasks. 2. I can define "sprite" as a character or object on the screen that can be moved and changed and can create new sprites and assign them costumes and behaviours. 3. I can identify actions that correlate to input events. 4. I can identify the benefits of using a loop structure instead of manual repetition, differentiating between commands that need to be repeated in loops and commands that should be used on their own. 5. I can break complex tasks into smaller repeatable sections., recognizing large repeated patterns as made from smaller repeated patterns. 6. Identify the benefits of using a loop structure instead of manual repetition. 7. I can understand that it's important to think about the words we use, because everyone interprets things differently. 8. I can identify variables and determine their values. <u>Media Balance</u> <ol style="list-style-type: none"> 1. I can reflect on how balanced I am in my daily life. 2. I can consider what "media balance" means, and how it applies to me. 3. I can create a personalized plan for healthy and balanced media use. 4. You Won't Believe This 5. I can define "the curiosity gap." 6. I can explain how clickbait uses the curiosity gap to get my attention. 7. I can use strategies for avoiding clickbait.
Geography	<u>United Kingdom</u> <ol style="list-style-type: none"> 1. To be able to identify and describe key geographical features of the United Kingdom 2. To be able to identify and locate the counties of the United Kingdom. 3. To be able to locate and identify towns and cities in the UK. 4. To find out about the hills and mountains of the UK. 5. To find out about the seas and coasts of the UK. 6. To be able to identify and explore the major rivers of the UK.
PE	<u>Invasion Games</u> <ol style="list-style-type: none"> 1. To further develop knowledge of attacking and defending 2. To know how to intercept a pass 3. To know how to invade as a team 4. To communicate effectively with team mates 5. To develop sportsmanship <u>(Dance) WW2</u> <ol style="list-style-type: none"> 1. I am able to execute jitterbug actions 2. I am able to develop relationships – leading and following 3. I am able to demonstrate and create shapes representing unity 4. I am able to move with a range dynamics to express different emotions 5. I am able to demonstrate unison as a group 6. I am able to demonstrate and create shapes representing unity 7. I am able to move with a range of dynamics to express different emotions
PSHE	<u>Jigsaw Puzzle 2 'Celebrating Difference'</u> <ol style="list-style-type: none"> 1. I understand there are different perceptions about what normal means 2. I can empathise with people who are different 3. I can understand how being different could affect someone's life 4. I can be aware of my attitude towards people who are different 5. I can explain some of the ways in which one person or a group can have power over another 6. I know how it can feel to be excluded or treated badly by being different in some way 7. I know some of the reasons why people use bullying behaviours 8. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one 9. I can give examples of people with disabilities who lead amazing lives 10. I can appreciate people for who they are 11. I can explain ways in which difference can be a source of conflict and a cause for celebration 12. I can show empathy with people in either situation
RE	<u>Investigating and evaluating different celebrations. Investigating how Christians celebrate Christmas and why.</u> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

Science	<u>Light Up Your World</u>
	1. I can consolidate the key ideas from Year 3 about the behaviour of light, including light sources and shadows
	2. I can describe how a mirror reflects an image of an object
	3. I can apply understanding of how light travels to explain how a periscope and other applications of mirrors work
	4. I can understand how a pinhole camera works and, using suitable representations, show how this helps us to understand how we see things
	5. I can carry out a fair test to investigate the relationship between shadow size and an independent variable
	6. I can recognise that whilst light does travel in straight lines, sometimes it changes direction when travelling from one thing into another
	7. I can understand that white light is made of many colours and these can be separated out
	8. I can give examples to explain the way that light behaves

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