

## Medium Term Plan – Year 6 Autumn 1

<b>Design and Technology</b>	<b><u>Fairgrounds</u></b> <ol style="list-style-type: none"> <li>1. I can look at a range of familiar products that use rotating part</li> <li>2. I can investigate ways of using electrical motors to create rotating parts.</li> <li>3. I can investigate ways of making a framework for a fairground ride</li> <li>4. I can design a fairground ride with a rotating part</li> <li>5. I can make a fairground ride following a design</li> <li>6. I can evaluate a finished product</li> </ol>
<b>History</b>	<b><u>Victorians</u></b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. I can compare modern and Victorian schooling and communicate through drama their understanding of the nature of school life in Victorian times.</li> <li>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.</li> </ol>
<b>MFL</b>	<b><u>Salut! Hobbies</u></b> <ol style="list-style-type: none"> <li>1. I can name popular hobbies.</li> <li>2. I can write simple sentences about my hobbies</li> <li>3. I can say what I do at the weekend.</li> <li>4. I can name film genres</li> <li>5. I can enjoy a story in French.</li> </ol>
<b>Music</b>	<b><u>Victorian Inventions</u></b> <ol style="list-style-type: none"> <li>1. Participate in warm up games- feeling the pulse, following the start/ stop signs / identifying 'magic' rhythms.</li> <li>2. Chant with actions moving to the music.</li> <li>3. Sing in small groups. Perform vocal sounds following a graphic score.</li> <li>4. Use standard rhythmic notation to perform, compose and improvise; focusing on crotchets, minims and quavers.</li> <li>5. Play notated rhythmic patterns using 'drumsticks' or 'chop sticks'</li> <li>6. Explore and learn about Victorian musical inventions. Listen and watch music being performed on traditional Victorian instruments.</li> <li>7. Create a soundscape using Victorian inspired inventions; possibly relating to the Victorian Inventions Song.</li> </ol>
<b>PE</b>	<b><u>Health Related Exercise</u></b> <ol style="list-style-type: none"> <li>1. I can develop my knowledge of how the food &amp; drink we consume affects our body</li> <li>2. I can develop my ability to exercise at different intensities</li> <li>3. I can develop my ability to utilise K+U of the body to improve their peer's fitness</li> </ol>
<b>PSHE</b>	<b><u>Being Me in My World</u></b> <ol style="list-style-type: none"> <li>1. I can identify my goals for this year, understanding my fears and worries about the future and know how to express them.</li> <li>2. I can identify the universal rights for all children and know that for many children, these rights are not met.</li> <li>3. I can understand that my acting affect other people, locally and globally.</li> <li>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.</li> <li>5. I can understand how an individual's behaviour can impact on a group</li> <li>6. I can understand how democracy and having a voice benefits the school community.</li> </ol>
<b>RE</b>	<b><u>Islam - Beliefs and Practices</u></b> <ol style="list-style-type: none"> <li>1. I can show an understanding of why people show commitment in different ways.</li> <li>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.</li> <li>3. I can think of some ways of showing commitment to God that would be better than others for Muslims</li> </ol>
<b>Science</b>	<b><u>Electricity</u></b> <ol style="list-style-type: none"> <li>1. I can represent a simple circuit in a diagram and describe how it works</li> <li>2. I can use a switch in a simple circuit, show it in a diagram and describe how it works</li> <li>3. I can demonstrate the effects of changing the current flowing through components in a circuit</li> <li>4. I can demonstrate how circuits can be represented in, and constructed from, diagrams</li> <li>5. I can research how electricity is generated and transmitted to the classroom, and discuss electricity generation in the future</li> <li>6. I can present information on how electricity is generated and transmitted to the classroom, and to discuss its generation in the future</li> </ol>

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