

DT - Musical Christmas Decorations (controlled by Micro Bit rather than motor - links with ICT topic)

Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting a shape)

Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric would require sharper scissors than to cut paper)

Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing and filing)

Write code to control and monitor models or products

Design with the user in mind

Make products through stages of prototypes, making continual refinements

Evaluate the design of products so as to suggest improvements to the user experience

History

Use sources of evidence to deduce information about the past
Select suitable sources of evidence, giving reasons for choices

Use sources of information to form testable hypothesis about the past
Seek out and analyse a wide range of evidence in order to justify claims about the past

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied

Understand that no single source of evidence gives the full answer to questions about the past

Describe the main changes in a period of history (including terms such as social, religious, political, technological and cultural)

Year 6 Was Guy Fawkes framed?



RE - How and why is Christmas celebrated by Christians?

What do the gospels tell us about the birth of Jesus?

Explain the practices and lifestyles involved in belonging to a faith community

Explain some of the different ways that individuals show their beliefs

Ask questions that have no universally agreed answers

Discuss and give opinions on stories involving moral dilemmas

Science - Properties and changes of materials

Explore changes that are difficult to reverse, for example rusting and other reactions.

Research and discuss how chemical changes have an impact on our lives, for example, cooking and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

French - Les Vêtements

To begin to learn French words for clothing

Take part in conversations to seek and give information

Be understood with little or no difficulty

Include imaginative and adventurous word choices (revision of colours)

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Use French words for colours and common adjectives with more than one item of clothing

Take part in a conversation, seek and give information

Revise seasons

English

Biography—Guy Fawkes

A Christmas Carol - Reading Unit

Music - Charanga - Classroom Jazz

Describe and appraise music using a wide range of musical vocabulary.

Describe how lyrics have a cultural context and social meaning.

Perform solos or as part of an ensemble with confidence.

Sing a harmony part confidently and accurately.

Use digital technologies to compose, edit and refine pieces of music.

Maths

Number: Fractions, Decimals and Percentages

Geometry: Position and Direction

PE Invasion Games (Football / Gymnastics)

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
Work alone, or with team mates in order to gain points or possession.

Field, defend and attack tactically by anticipating the direction of play.

Choose the most appropriate tactics for a game.

Uphold the spirit of fair play and respect in all competitive situations.

Lead others when called upon and act as a good role model within a team.

Create complex and well-executed sequences that include a full range of movements
Hold shapes that are strong, fluent and expressive.

- Include in a sequence set pieces, choosing the most appropriate linking elements.

- Vary speed, direction, level and body rotation during floor performances.

- Practise and refine the gymnastic techniques used in performances (listed above).

- Demonstrate good kinesthetic awareness (placement and alignment of body parts)

PSHE —

To recognise how, when or why an image or news source has been manipulated, altered or is fake.

To understand the benefits of safe internet use e.g. learning, connecting and communicating.

To learn about the different age rating systems for social media, TV, films, games and online.

Understand that some media and online content is not appropriate for children.

To understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play.