



Spring Medium Term Plan – Year 6

School Driver Focus

Spring 1 – Effective Participator

Spring 2 – Creative Thinker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	Plan different types of scientific enquiry Control variables in an enquiry Measure accurately and precisely, using a range of equipment Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use the outcome of text to make predictions and set up a further comparative fair test Report findings from enquiries in a range of ways Explain a conclusion from an enquiry. Explain casual relationships in an enquiry. Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. Read, spell and pronounce scientific vocabulary accurately.	Previous vocab plus opinion/fact, confidently name scientific enquiry types.	



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		<ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments 			
	Animals including humans	Pupils should be taught to: <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 		Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle, evolution, suited/suitable, adapted, adaptation, offspring, reproduction, variation, inherit, inheritance, fossils.	



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	Light	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 			
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Computing	E Safety	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • To understand the difference between bullying and cyber bullying. Develop strategies to resolve both. • To identify secure websites by identifying privacy seals of approval • To apply SMART and all e-safety knowledge to my online activities. 	Responsible online communication Informed choices Virus threats Blogs Messaging Predicting outputs Plan, program, test & review a program Program writing Control mimics + devices Sensors	
	Information technology	<ul style="list-style-type: none"> • Use search technologies effectively 	<ul style="list-style-type: none"> • To use excel to input formula in cells 		



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		<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> • To edit data in excel and discuss the effects • To apply further functions e.g average, maximum and minimum in excel • To design a spread sheet for a specific purpose and use it to create a graph/pie chart 	Measure input Create variables Link errors Appropriate online tools Audience Atmosphere Structure Copyright Information collection HTML code Storing	
	Computer science	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can 	<ul style="list-style-type: none"> • To use variables and formulae in code • To achieve a specific goal • To code functions using formula • To use variables in more complex ways • To use variables and loops to solve and maths challenges • To create a mobile • To program a new app 	Information movement Connecting devices Different audiences Research strategies Search result rankings Acknowledge resources Generate Process Interpret Store Present information Plausibility Appropriate data tool Interrogate Investigations	



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		provide multiple services, such as the World Wide Web • Appreciate how [search] results are selected and ranked			
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☐ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Geographical Enquiry • To suggest questions for investigating • To use primary and secondary sources of evidence in their investigations. • To investigate places with more emphasis on the larger scale; contrasting and distant places • To collect and record evidence unaided Direction/Location • To analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it • To use 8 compass points confidently and accurately; • To use 4 figure co-ordinates confidently to locate features on a map.	Key Physical Geography vocabulary: Consolidate from previous years Mainland, rural, urban Key Human Geography vocabulary: (in addition to previous years) import, Fairtrade, export, civilisation, global supply chain, globalisation.	



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			<ul style="list-style-type: none"> • To begin to use 6 figure grid refs; use latitude and longitude on atlas maps. <p>Drawing Maps</p> <ul style="list-style-type: none"> • To draw a variety of thematic maps based on their own data. • To begin to draw plans of increasing complexity. <p>Representation</p> <ul style="list-style-type: none"> • To use/recognise OS map symbols. • To use atlas symbols <p>Using Maps</p> <ul style="list-style-type: none"> • To follow a short route on an OS map. Describe features shown on OS map. • To locate places on a world map. • To use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <p>Scale/Distance</p> <ul style="list-style-type: none"> • To use a scale to measure distances. • To draw/use maps and plans at a range of scales. <p>Perspective</p> <ul style="list-style-type: none"> • To draw a plan view map accurately. <p>Map Knowledge</p>		
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			<ul style="list-style-type: none"> • To confidently identify significant places and environments <p>Style of Map</p> <ul style="list-style-type: none"> • To use OS maps. • To confidently use an atlas. • To recognise world map as a flattened globe. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<ul style="list-style-type: none"> • To place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • To use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. • To sequence previously studied topic on a timeline to gain greater Historical perspective. • To develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. 	Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc.) Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda Short- and long term timescales, Difference and significance, Trends	
	Range and depth of	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • To find out beliefs, behaviour and characteristics of people, 		



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	historical knowledge		<p>recognising that not everyone shares the same views and feelings.</p> <ul style="list-style-type: none"> • To compare beliefs and behaviour with another time studied. • To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • To know key dates, characters and events of time studied. 		
	Historical interpretation	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • To link sources and work out how conclusions were arrived at. • To consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • To be aware that different evidence will lead to different conclusions. • To confidently use the library and internet for research. 		
	Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> • To recognise primary and secondary sources • To use a range of sources to find out about an aspect of time past. • To suggest omissions and the means of finding out. 		



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			<ul style="list-style-type: none"> • To bring knowledge gathered from several sources together in a fluent account. • To answer and devise own Historically valid questions about change, cause, similarity and difference and significance. 		
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> • To recall, select and organise information. • To construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • To communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • To select and organise information to produce structured work, making appropriate use of dates and terms. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 		



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Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. To use the sketch book to plan how to join parts of the sculpture. To annotate work in sketchbook. 	Ink Light Mixed media Mood Observation Paint Paint Pastels Pattern texture	
	Sculpture	KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	<ul style="list-style-type: none"> To work in a safe, organised way, caring for equipment. Secure work to continue at a later date. To model and develop work through a combination of pinch, slab, and coil. To demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. 	Patterns Print Proportion Scale Screen print Shades Textures Tints Tonal Tones	
	Texture pattern colour line and tone	KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.	<ul style="list-style-type: none"> To consider the use of colour for mood and atmosphere 	Watercolour Wet media	
	Art through technology		<ul style="list-style-type: none"> To have opportunity to explore modern and traditional artists using ICT and other resources. To combine a selection of images using digital technology 		



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			considering colour, size and rotation.		
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> • To discuss and review own and others work, expressing thoughts and feelings explaining their views. • To identify artists who have worked in a similar way to their own work. • To explore a range of great Artists, architects and designers in history. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Gymnastics	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To understand the importance of warming up and cooling down. • To carry out warm-ups and cool-downs safely and effectively. • To understand why exercise is good for health, fitness and wellbeing. • To know ways they can become healthier. <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. 	<p>Asymmetrical</p> <p>Balance</p> <p>Canon</p> <p>Direction</p> <p>Dynamic</p> <p>Front and Back</p> <p>Support</p> <p>Level</p> <p>Movement</p> <p>Rolling and bridging</p> <p>Rotation</p> <p>Sequence</p> <p>Shape</p> <p>Symmetrical</p> <p>Unison</p>	



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			<ul style="list-style-type: none"> • To apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances <p>Vault</p> <ul style="list-style-type: none"> • To straddle jump off • To pike jump off • To squat through vault • To straddle over vault <p>Shapes & Balances</p> <ul style="list-style-type: none"> • To balance on apparatus • To complete full body weight partner balances <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform and apply a variety of skills and techniques confidently, consistently and with precision. <p>Evaluate</p> <ul style="list-style-type: none"> • To evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> • To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, 	articulation diction enunciate block 12-bar Blues Bop/ Scat dynamics tempo timbre rhythm pitch structure drum machine effects processor film score special effects	



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			<p>phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • To continue to sing three- and four- part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order <p>to develop greater listening skills, balance between parts and vocal independence.</p> <ul style="list-style-type: none"> • To perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. 	<p>theme motif ensemble bass/ treble clef gamelan harmony harmonise</p> <p>improvise/improvisation loop the “off beat” syncopation</p> <p>spotting soundmaker swing Folk [music] editing splicing</p> <p>choreograph beat/pulse</p> <p>recording studio</p>	
	Listening	<p>Listen with attention to detail and recall sounds with increasing aural memory;</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • To create music with multiple sections that include repetition and contrast. • To use chord changes as part of an improvised sequence. • To extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. 		
	Composting	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> • To CPlan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. 		



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			<ul style="list-style-type: none"> • To play this melody on available tuned percussion and/or orchestral instruments. • To notate this melody. • To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • To compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. 		
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<ul style="list-style-type: none"> • To play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • To accompany this same melody, and others, using block chords or a bass line. • To engage with others through ensemble playing with pupils 		



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			taking on melody or accompaniment roles.		
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Design Technology	Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<ul style="list-style-type: none"> • To draw on market research to inform design • To use research of user's individual needs, wants, requirements for design • To identify features of design that will appeal to the intended user. • create own design criteria and specification • To come up with innovative design ideas • To follow and refine a logical plan. • To use annotated sketches, cross-sectional planning and exploded diagrams • To make design decisions, considering, resources and cost • To clearly explain how parts of design will work, and how they are fit for purpose • To independently model and refine design ideas by making prototypes and using pattern pieces • To use computer-aided designs 	Ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savory, source, seasonally, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastening	
	Make	Select from and use a wider range of tools and equipment to perform practical tasks [for	<ul style="list-style-type: none"> • To use selected tools/equipment with good level of precision 		



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		<p>example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<ul style="list-style-type: none"> • To produce suitable lists of tools, equipment/materials needed • To select appropriate materials, fit for purpose; explain choices, considering functionality • To create and follow detailed step by-step plan • To explain how product will appeal to an audience • To mainly accurately measure, mark out, cut and shape materials/ components • To mainly accurately assemble, join and combine materials/ components • To mainly accurately apply a range of finishing techniques • To use techniques that involve a small number of steps • To begin to be resourceful with practical problems 	<p>Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output.</p> <p>Reed, switch, toggle switch, push-to-make switch, light, emitting diode (Led), bulb, bulb holder, battery, battery holder, usb cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit.</p>	
	Evaluate	<p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and</p>	<ul style="list-style-type: none"> • To evaluate quality of design while designing and making; is it fit for purpose? • To keep checking design is best it can be. • To evaluate ideas and finished product against specification, stating if it's fit for purpose • To test and evaluate final product; explain what would 		



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		technology have helped shape the world	<p>improve it and the effect different resources may have had</p> <ul style="list-style-type: none"> • To do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose • To evaluate how much products cost to make and how innovative they are • To research and discuss how sustainable materials are • To consider the impact of products beyond their intended purpose • To discuss some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products 		
	Technical Knowledge: Materials and Structures	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<ul style="list-style-type: none"> • To select materials carefully, considering intended use of the product, the aesthetics and functionality. • To explain how product meets design criteria • To reinforce and strengthen a 3D frame 		
	Technical Knowledge: Mechanisms	Understand and use mechanical systems in their products [for example, gears,	<ul style="list-style-type: none"> • To refine product after testing, considering aesthetics, functionality and purpose 		



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		pulleys, cams, levers and linkages]	<ul style="list-style-type: none"> • To incorporate hydraulics and pneumatics • To be confident to try new / different ideas • To use cams, pulleys and gears to create movement 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	What matters most to Christians and Humanists? (living)		<ul style="list-style-type: none"> • Describe what Christians mean about being made in the image of God & being 'fallen', giving examples. • Describe Humanist/Christian values simply. • Describe own ideas about moral concepts & compare with others they've studied. • Suggest reasons it may be helpful to follow a moral code & why it may also be difficult offer point of view. 	Christianity Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension Islam Muslim, Allah, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)	<ul style="list-style-type: none"> •
	What difference does it make to believe in Ahisma (harmlessness), Grace (the generosity of God) and		<ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions. • Make connections between belief in Ahisms, Grace and Ummah, teachings and sources of wisdom in the three religions. • Outline the challenges of being a Hindu, Christian or Muslim in Britain today. 	Hinduism Reincarnation, karma, dharma Humanism Atheist, agnostic, Humanist, rationalist, Golden Rule,	<ul style="list-style-type: none"> •



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	Ummah (community)?		<ul style="list-style-type: none"> Consider similarities and differences between beliefs and behaviour in different faiths. 	<p>‘spiritual but not religious’, secular, rationalist, science, natural selection, reason</p> <p>Buddhism</p> <p>Pilgrimage, suffering, Meditation, The Four Noble Truths, vows, rebirth</p> <p>General religious vocabulary</p> <ul style="list-style-type: none"> Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion. 	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	Pupils will be taught: 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing.	Physical Illness - Bleugh! <ul style="list-style-type: none"> To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body Immunisation - One Sharp Scratch	<ul style="list-style-type: none"> identify strengths weaknesses contribution working world self-assess connections set personal goals identify 	



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		<p>3. How to manage risks to physical and emotional health and wellbeing.</p> <p>4. Ways of keeping physically and emotionally safe.</p> <p>5. about managing change, including puberty, transition and loss.</p> <p>6. How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>7. How to respond in an emergency.</p> <p>8. To identify different influences on health and wellbeing.</p>	<ul style="list-style-type: none"> • To know the facts and science relating to allergies, immunisation and vaccination <p>Healthy Minds - Young Minds</p> <ul style="list-style-type: none"> • To know how and when to seek support including which adults to speak to in school if they are worried about their health <p>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<ul style="list-style-type: none"> •discrimination •recognise •stereotyping •recognise •factors •influencing •opinion •choice •challenge •self-assess •future actions •responsible •informed decisions •health •wellbeing •help lines •manage •changing emotions •relationships •strategies •negative pressures •managing •controlling •strong feelings •peer pressure •puberty •body changes •feelings •behaviour •basic needs •societies 	
	Growing and Relationships	<p>Pupils will be taught:</p> <p>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>2. How to recognise and manage emotions within a range of relationships.</p> <p>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>4. How to respond to risky or negative relationships and ask for help.</p>	<p>Marriage - I Promise</p> <p>To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>Mental Well Being - Mind Business</p> <ul style="list-style-type: none"> • To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing <p>Support and Care - Connections</p>	<ul style="list-style-type: none"> •financial capability •contribution •working world •time and resources •prioritise •initiative •responsibility •future actions •agreements •positive results •strengths •contribute •take the lead •prioritise actions •respond to challenges •enterprise capability 	



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		5. How to respect equality and diversity in relationships	• To know that relationships can change as a result of growing up		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Spanish	Listening	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • To listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. • To understand a short passage made up of increasingly familiar words and phrases. 		
	Speaking	<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> • To engage in short scripted conversations • To speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentence • To ask and answer simple questions on a few very familiar topics. 		



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	Writing	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> • To adapt taught phrases to create new sentences • To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. 		
	Reading	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> • To practice reading longer texts aloud, containing taught phrases and vocabulary. • To understand a short text made up of short sentences with familiar language on a familiar topic. • To use a dictionary or word list. 		
	Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> • To use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. 		



Spring Medium Term Plan – Year 6

School Driver Focus

Spring 1 – Effective Participator

Spring 2 – Creative Thinker

	Culture		Talk about, discuss and present information about a country's culture in relation to festivals and celebrations - Feliz Navidad (Christmas) Begin to understand more complex issues which affect a Spanish speaking country today Famine, poverty, religion, war		
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