

Year 6 Half Termly Learning Journey Spring 2

Week	1	2	3	4	5	6
Overall theme	Children of the War					
Science Electricity	Use recognised symbols when representing a simple circuit in a diagram	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	Investigation: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches			
Working Scientifically	Test the effect of changing one component at a time in a circuit. Design a burglar alarm. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables Using test results to make predictions to set up further comparative and fair tests					
Art	No Art this half term					
Computing	Using Technology Safely Managing Online Information	Information Technology – Usage of Skills Use video editing software including green screen – creating a promotional video for our school. Apple Clips				
Design Technology	Technical knowledge Understand that mechanical and electrical systems have an input, process and an output. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.	Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking	Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Communicate ideas through annotated sketches, pictorial representations of	Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.	Generate and develop innovative ideas and share and clarify these through discussion.	

				electrical circuits or circuit diagrams		
French	I can understand funfair ride nouns and say whether I like/dislike	I can remember funfair vocab and play a board game	I can describe funfair rides using adjectives	I can plan and describe a new theme park	I can talk about my favourite things	
Geography	No Geography this half term					
History WW2	<p>Historical enquiry Recognise primary and secondary sources. Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. Which sources of evidence are the most reliable/useful? Why? Choose reliable sources of evidence to answer questions, realising that there is often not a single</p>	<p>Chronological understanding Place current study on timeline in relation to other studies. Use relevant dates and times. Sequence a range of events accurately on a timeline and corroborate with evidence when relevant. Know Key dates, characters and events of time studied.</p>	<p>Know Key dates, characters and events of time studied. Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Historical Interpretations Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion? Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently. Evaluate evidence to choose the most reliable/useful forms.</p>	<p>Range and depth of historical knowledge - Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings. Bring knowledge gathered from several sources together in a fluent account.</p>	<p>Organising and presenting Know and show a good understanding of historical vocabulary including abstract terms such as Propaganda, democracy, civilisation, social, political, economic, cultural, and religious. Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel</p>

	answer to historical questions. Investigate own lines of enquiry by posing questions to answer.					guides, posters, news reports. Plan and present a self-directed project about the period studied.
Music Charanga – Classroom Jazz 2	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression		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
PE	Dance			Rounders		
RE Why do Christians believe Good Friday is 'good'?	Consider how people might mature and become stronger through overcoming difficulties. Consider the value of being part of a community on the 'journey of life'.	Retell the events leading up to and including the death of Jesus.	Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life.	Explain how and why Christian individuals and communities might celebrate the events of Holy Week.	Use religious vocabulary to describe and explain the Eucharist. Explain different Christian beliefs about the Eucharist and its importance.	Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'.
PSHE	H16 - Habits -tobacco, drug, alcohol.	H17 - Risks and effects of substances	H18 - Changes in puberty	H19 - How a baby is made and how pregnancy can be avoided	H21/22/24/25 - Strategies for personal safety- online and mobile phone too	
Values-	Tolerance					

SMSC-	Tolerance of those of different faiths
Collective Worship	