

Science: Electricity

As scientists, we will:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.
- 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.
- Use recognised symbols when representing a simple circuit in a diagram.
- Interpret circuit diagrams and predict whether they will 'work'.
- Systematically identify the effect of changing one component at a time in a circuit.
- Design and make a burglar alarm or some other useful circuit (linked to DT -robotics).

Design Technology: Electrical systems

As designers, we will:

- Generate, develop, model and communicate ideas.
- Understand and use electrical systems in our products (linked to science)

Computing

As computer users, we will:

- Learn about how web pages and websites are created.
- Design and publish a website on a chosen area of our Mountains topic
- Select, use and combine software on a range of digital devices.

History

As historians, we will:

- Describe a key event from Britain's past (the conquest of Mount Everest) using a range of evidence from different sources, explaining the order of events and what happened.
- Examine the exploits of key figures from the Heroic Age of Exploration, such as Edmund Hillary and George Mallory; describe the features of historical events and way of life from the period researched.

Art

As artists, we will:

Use sketchbook to record, experiment with, develop, present and evaluate ideas. Select appropriate pencil hardness for sketching. Develop sketching techniques to add effects (perspective, shadow, hatching, cross-hatching). Use inspiration from natural and non-natural works to create a colour palette. Use colour to express a mood and use the language of colour accurately. Learn about Paul Cézanne in the context of the Impressionist movement. Study his various depictions of Mont Sainte-Victoire, focussing on his use of colour and tone to express different moods

Year 6: Spring Term 1

Mountains

Class text:

Everest by Sangma Francis

Geography

As geographers, we will:

- Name and locate key local topographical features (hills and mountains) and land-use patterns, and understand how some of these have changed over time. Locate the Seven Summits.
- Describe and understand key aspects of physical geography – mountains.
- Use OS maps to describe features including mountain features and contour lines.

Numeracy

As mathematicians, we will study:

- Number: Decimals, Percentages, Fractions
- Number: Algebra
- Measurement: Converting Units
- Measurement: Perimeter, Area and Volume
- Ratio and scaling
- Geometry: Angles, Co-ordinates, Translations and Reflections

French

As international speakers, we will:

- Show understanding in simple reading
- Adapt known language to create new ideas
- Describe people, places & things
- Understand basic grammar, e.g. gender
- Learn vocabulary to do with sport and games.

Literacy

As readers, we will:

- Expand our vocabulary - Word of the Day;
- Participate in daily Guided Reading sessions, reading, discussing and evaluating a wide range of texts;
- Identify themes, features and key points in a range of texts.

As writers, we will:

- Practise spelling and grammar every day;
- Write to persuade, discuss, inform and entertain in a range of genres and text types linked to our topic and class text: *Everest* by Sangma Francis.

This half term our main focus will be on mountains -from Mount Everest to Nine Standards Rigg.

RE

As theologians, we will learn:

- **Theme:** Beliefs and Meaning
Concept: Salvation
- **Key Question:** Is anything ever eternal?
- **Religion:** Christianity

P.E: Orienteering, Cross-Country Running

As sportspeople, we will:

- Develop stamina, strength and technique.
- Choose and perform skills and strategies effectively.
- Find solutions to problems and challenges.
- Plan, implement and refine the strategies we use.
- Compare performances with previous ones and demonstrate improvement.