



Barrow Hedges Medium Term Topic Planner (Overview)

Year 6 Spring 1

Revolution

Art & Design (combined with Strictly Come Dancing Unit): **William Morris**

- To research and continue work in the style of William Morris.
- To create a William Morris inspired design for wallpaper.
- To use feedback to make amendments and improvements to my work.
- To adapt and refine my ideas in my sketchbook.
- To explain how my work has been inspired by a famous artist.
- To use a range of e-resources to create art.

Music: **Benjamin Britten**

Each unit in the Year 6 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To discuss all dimensions of music.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- Continue to learn about working in a group/band/ensemble.
- To create my own responses, melodies and rhythms.
- To improvise and compose my own music.
- To perform to each other.
- To discuss/respect and improve our work together.
- To record my compositions.

Computing: **We are Computational Thinkers**

- To create a program (algorithm) to play 'Guess My Number'.
- To use Scratch to create a binary search algorithm to improve the game.
- To write a selection sort algorithm to solve a puzzle.
- To use the algorithm for quicksort, test and debug.
- To write an algorithm to test if a number is prime, test and debug.
- To write an algorithm to find the highest common factors, test and debug.

PHSE and Relationships Education: **Going for Goals**

- Identify positive things about ourselves and recognise our worth as individuals.
- To face new challenges positively by making responsible choices and taking actions.
- To be able to break down a long term plan into smaller achievable goals.

RE: **Hinduism**

- To reflect on the theme of the Spirited Arts Project and consider what it means to me.
- To research examples of religious art work.
- To express my ideas through art and take part in the Spirited Arts project.



PE:

Indoors: **Dance (Strictly Come Dancing)**

- To be able to perform set dances with control and expression.
- To understand that dances reflect cultural and historical content
- To be able to work alongside others, recreating historical dances
- To work in groups to construct, practise, evaluate and improve composition and quality of a dance.

Outdoors: **Netball**

- To understand the difference in an overhead, bounce and pronation pass.
- To be able to perform passes when stationary and when in motion.
- To be able to deliver and receive a variety of passes, bounce, chest and shoulder pass.
- To develop footwork skills and being able to stop as soon as I receive the ball.
- To develop the use of pivoting.
- To be able to apply skills to a game situation.

History: **Industrial Revolution and the Victorians**

- To summarise key events from the Industrial Revolution and the Victorian era and order them chronologically.
- To begin to understand why the industrial Revolution was important to Britain and to our local area
- To pose and answer questions about the first railways and understand the significance of the steam engine during the Industrial Revolution.
- To understand how the Industrial Revolution changed society and how it impacted the wider world.
- To understand the significance of mills (e.g. for cotton spinning but this can be changed) from being a hand craft, to being mechanised.
- To understand how Britain may have learned from other countries and civilisations (this should be linked to the British Empire and the Great Exhibition)
- To suggest why certain advances during the Industrial Revolution and Victorian Age are seen as more significant than others
- To present to an audience the impact that canals had on trade and transport in Britain.

Geography:

No focus this half term.

D&T: **Zoetrope**

- To research different Victorian games.
- To practice putting circuits together which include a motor.
- To plan and design a zoetrope.
- To make a zoetrope using the equipment safely.
- To test and evaluate my zoetrope against the design criteria.

MFL: **Adjectives/plurals**

- To use different adjectives.
- To use plural nouns.
- To be able to note the main points.
- To write about myself.

Science: **Electricity**

- To be able to use recognised symbols when representing a simple circuit in a diagram.
- To associate the brightness of a lamp or volume of a buzzer with the number and voltage of the cells in a circuit.
- To plan a scientific enquiry to answer a question, including recognising and controlling variables where necessary.
- To be able to use predictions to set up fair tests.
- To be able to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- To be able to explain the degree of trust that can be had in results.
- To report and present findings from enquiries, including conclusions.
- To be able to 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.