

Spring Term 1 Small Steps Sequence

Year Six

'Together we can
make a difference'



St Marys CE Primary

Our Value—Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1:9

Science Electricity

Prior learning

Children can use scientific symbols when drawing a simple circuit. They can associate the brightness of a lamp with the voltage in a circuit. They can discuss some major discoveries in the history of electricity.

Vocabulary for learning

Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage

Small step progression (2nd part of the unit)

Be able to investigate variations in how components function.

Be able to write an effective conclusion from an investigation into how components function.

Be able to name renewable and non-renewable sources of energy.

Outcome

The children can create a working circuit within a crumble controller to demonstrate their understanding of components and their properties, sharing this with the class in a presentation.

Geography/History

Who had the most impact on Britain, Anglo Saxons or Vikings?

Prior learning

I know that the Greeks fought many wars. I know that the Romans conquered many lands to form an Empire and that invading Britain led to social change. In Year Four we compared the Maya with the Anglo Saxon civilisation to note similarities and differences.

Vocabulary for learning

empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.

Small step progression

To understand more about life in Roman Britain at the end of the 4th century.

To understand how life changed in England after the fall of the Roman Empire.

To understand why the Angles, Saxons and Jutes invaded and settled in Britain.

To understand the heptarchy of Anglo-Saxon England.

Outcome

The children will produce a presentation for their peers explaining why England was unprocted in the 5th Century and how it was ruled when the Angles, Jutes and Saxons settled.

RE

For Christians, what kind of King is Jesus?

Prior learning

Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. At Pentecost, Jesus' invisible kingdom became visible by living lives that reflect the love of God.

Vocabulary for learning

Kingship, serve, justice, peace, parables, commandments

Small step progression

To recognise people who make a difference in the world today.

To explain the links between Biblical texts and the Kingdom of God.

To consider different possible meanings for the biblical texts studied.

To make clear connections between belief God and how Christians put their beliefs into practice.

To understand how Christians live out the Kingdom of God.

Outcome

The children will pitch a project and class must judge how far the projects might contribute to a better world and to the 'Kingdom of God' growing stronger.

PSHE

Keeping Safe

Prior learning

Children have previously look at difference risk levels and their benefits and disadvantages.

Vocabulary for learning

Trolling, parental consent, privacy, medical, possess, penalties, risks, norm

Small step progression

To describe and explain how easily images can be spread online.

To explore the risks and legality of communicating and sharing online.

To understand the definition of an emotional need and how they can be met.

To explain some of the categories and uses of drugs (both medical and non-medical).

To explain some of the laws of drugs.

To understand the actual norms around drinking alcohol.

Outcome

The children can create a poster, explaining how to be safe, respectful and responsible— either online or in every day situations.

Computing

Creating Media– Web page creation

Prior learning

The children know that a webpage can be found on the internet. They should know that webpages start with www and will be able to name some common websites. The children will have edited images and text in previous units of computing.

Vocabulary for learning

web page, website, domain, hypertext, purpose/audience, browser, copyright, homepage, navigation pathways.

Small step progression

To review an existing website and consider its structure.

To plan the features of a web page.

To consider the ownership and use of images (copyright).

To recognize the need to preview pages.

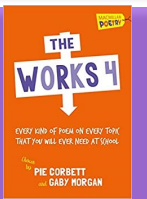
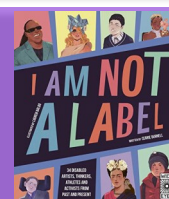
To outline the need for a navigation path.

To recognise the implication of linking content owned by other people.

Outcome

The children will produce a webpage to promote our termly values or school charity— sharing it with the whole school community.

Books linked to our learning



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Art/DT

Activism in Art

Prior learning

Children have explored how artists bring their own experience to their work. Understood that artists have responsibilities in the way they act in the world, depending upon the discipline in which they work.

Vocabulary for learning

Activism, Voice, Message, Community, Poster, Zine Screen printing

Small step progression

- To understand that art can be used to express the opinions of artists, who in turn speak for sectors of society.
- To learn that artists can be activists, and many artists choose print as a way to make their art.
- To identify and explore my own personal voice or message.
- To identify what I care about and make a poster or zine that communicates that message.

Outcome

The children will display a final piece of work, based upon what they have learnt in the unit. They will write a paragraph explain why they a particular activist and present work about them to the class.

Music

CLASSROOM JAZZ 1

Prior learning

The children will understand and appreciate a variety of musical styles from different times and traditions. They will recognise the sound of musical instruments and basic features of key musical styles.

Vocabulary for learning

Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Small step progression

- Understand the structure of ‘the three note Bossa.’
- Learn and perform ‘the three note Bossa.’
- Learn to improvise with ‘the three note Bossa.’
- Understand the structure of ‘5 note swing.’
- Learn and perform ‘5 note swing.’
- Learn to improvise with ‘5 note swing.’

Outcome

The children will be able to improvise using 3/5 rhythm.

French

JE ME PRÉSENTE

Prior learning

recall the months of the year.
-recall the ten colours.
-recall the days of the week.
-understand that some sounds are pronounced differently in French.

Vocabulary for learning

Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time.

Small step progression

- Learn how to ask someone how they are feeling as well as answer the question themselves in French
- Learn how to ask and answer the question ‘Comment tu t’appelles ?’ (What is your name?) in French.
- Consolidate numbers 1-10 and to introduce numbers 11-20 in French.
- Consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question ‘Quel âge as-tu ?’
- Learn how to ask and answer the question ‘Où habites-tu ?’, and to learn the basics of adjectival agreement in French.
- Revise all language covered so far and to complete the end of unit assessment.

Outcome

The children will create a Powerpoint for children in year 3/4 children, which teaches them how to ask and answer basic questions in French.

PE

Tag rugby

Prior learning

The children developed and refined moving and passing of the ball to create space/ attacking opportunities. They have explored different passes to outwit defenders.

Vocabulary for learning

Tactics, transition, offside, formations, knock on, advantage

Small step progression

- Consolidate pupils’ ability to use passing a moving to create attacking opportunities to score a try.
- To consolidate defending by refining their knowledge of tagging and defensive formations.
- Consolidate attacking tactics, applying them into games.
- Consolidate defensive tactics, applying them into games .
- Consolidate attacking and defending.

Outcome

The children will play a tournament with their peers, demonstrating their understanding of defending and attacking tactics.

PE

Gymnastics– Matching and Mirroring

Prior learning

The children have developed: counter balance, counter tension, bridges, symmetry and asymmetry and linking in their gymnastics routines.

Vocabulary for learning

Excellent gymnastics, flow, levels, matching, mirroring

Small step progression

- To apply the term ‘excellent gymnastics’ when exploring the concept of matching.
- To transfer the previous matching sequences onto apparatus.
- To apply the term ‘excellent gymnastics’ when exploring the concept of mirroring.
- To transfer the previous mirroring sequences onto apparatus.
- To use technology to bring together matching and mirroring to create a final sequence with excellent gymnastics.

Outcome

To create a polished routine with matching and mirroring, which can be showcased to peers.

Books linked to our learning

In Guided reading, we will be reading ‘Viking Boy’ by Tony Bradman, as well as a range of non-fiction texts based upon the Vikings.

We will focus on encouraging the children to **explain** what the authors are suggesting with their language choices.

