

Autumn 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

Physics- Light

Prior learning

We need light in order to see things and that dark is the absence of light. Shadows are formed when the light from a light source is blocked by an opaque object.

Vocabulary for learning

Light, straight line, light source, dark, absence of light, transparent, translucent, opaque, , shadow, reflect, refract, sunlight, luminous, scattering, absorption, angle, incidence, periscope

Small step progression

Explain that light travels in straight lines from light sources to our eyes, and from light sources to objects, then our eyes.

Understand how mirrors reflect light and how they help us see objects

Investigate how refraction changes the direction in which light travels.

Investigate how a prism changes a ray of light

Investigate how light enables us to see colours.

Explain why shadows have the same shape as the object that casts them.

Outcome

The children will be able to create a shadow puppet play, using learnt knowledge from the unit of science.

History

Did the Victorians transform Penzance?

Prior learning

Know the lives of significant individuals in the past who have contributed to national achievements. Know some significant historical events, in their own locality- linked to Cornish mining.

Vocabulary for learning

Victoria, Queen, Monarch, Empire, Family tree, Royal line, Albert, primary evidence, artefacts, secondary sources, change, similarities, differences, albert, census, population, era.

Small step progression

Put the Victorian period into the context of world history.

Investigate the life of queen Victoria and what influences she had on today's world.

Use secondary sources to enquire about life in Victorian times.

Learn about famous Victorians inventions and how they changed people's lives locally and nationally

Learn about the life of Victorian people in Penzance, based on secondary sources.

Outcome

The children will be able to explain the differences between people living in the Victorian era and modern day.

RE

Creation and science conflicting or complementary?

Prior learning

God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live

Vocabulary for learning

creation, genesis, cosmology, evolution, the big bang, awe, wonder

Small step progression

Identify the type of text Genesis 1 is and what it may mean.

Show an understanding of why many Christians believe Science and their faith go together.

Justify responses to the ideas about Creation.

Weigh up and give a balanced argument

Demonstrate my knowledge and understanding of this unit.

Use my knowledge and understanding to make a difference.

Outcome

The children will be able to make connections between Genesis 1 and Christian belief, understanding the Christians believe science and faith go together.

PSHE

Valuing Difference

Prior learning

Children have previously looked at qualities of friendships and the importance of ignoring stereotypes.

Vocabulary for learning

Bystander, self esteem, diversity, stereotype, respect, disrespect, empathy, prejudice, tolerance, assumption

Small step progression

Recognise that bullying and discriminatory behaviour can result from people's differences.

Consider how a bystander can respond to someone being rude, offensive or bullying.

Know that all people are unique but that we have far more in common with each other.

Understand and explain the term prejudice.

Explain the difference between a friend and acquaintance and what is meant by stereotype.

Outcome

The children will be able to explain how you can value differences in our local community.

Computing

Computing Systems and Networks – Communication

Prior learning

Information technology (I.T.) includes computers and things that work with computers. You should also know that computers have Input, Process and Output (IPO) components.

Vocabulary for learning

System, input, process, output, protocol, IP address, packet, reuse, explore, collaboration

Small step progression

Explain the importance of internet addresses.

Recognise how data is transferred across the internet.

Explain how sharing information online can help people.

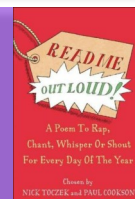
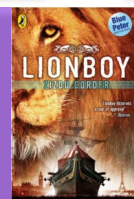
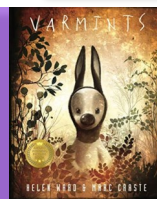
Evaluate different ways of working together online.

Recognise how we communicate using technology. Evaluate different methods for online communication.

Outcome

The children will understand how information is transferred using the internet and the different technologies that support online communication.

Books linked to our learning



Autumn 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

Art 2D drawing to 3D Making	Music HAPPY	French Phonics and Core Vocabulary	P.E Football In this unit, children will learn to officiate and develop tactics and formations.	P.E Swimming In this unit, children will learn to develop to a range of swimming strokes.
Prior learning Explored relationship between 2d and 3d. Explored drawing and mark making skills and how they transfer to different disciplines and genres.	Prior learning The children will have listened to a variety of musical styles from different times and traditions. They can recognise instruments and features of key musical styles.	Prior learning This is the first unit of French in the curriculum.	Prior learning Children developed defending and shooting skills, knowing the importance of maintaining possession.	Prior learning Children developed side breathing, dolphin leg action, mushroom floating, treading water and stroke development techniques.
Vocabulary for learning 2D Drawing, 3D Object, Packaging, negative space, Grid method, scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance, Present, Share, Reflect,	Vocabulary for learning style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff,	Vocabulary for learning Days of the week, months of the year, colours.	Vocabulary for learning Tactics, counter attack, referee, transition, through ball, man-to-man marking	Vocabulary for learning Bilateral breathing, scull, butterfly, surface diver, safe rescue.
Small step progression identify the variety of features in food packaging understand that artists design food packaging. understand that food packaging is made using a net. deconstruct a net and use materials and lettering techniques to redesign it. use sketchbooks to record and refine ideas	Small step progression Sing the song, ‘Happy’ Sing the song and play instrumental parts within it Sing the song and improvise using voices within the song Sing the song and improvise using instruments within the song Sing the song and perform composition(s) within the song Sing and perform compositions for a class performance	Small step progression Understand how some sounds are pronounced differently in French. Understand how some sounds are pronounced differently in French. Recognise, recall and spell the seven days of the week in French. Recognise ten key colours in French. Recognise, recall and spell the twelve months of the year in French.	Small step progression Consolidate passing, dribbling and moving skills to keep possession. Move the ball up the pitch with a counter attack. Develop knowledge of defending tactics for set pieces. Create different formations for attacking and defending. Learn how to manage team members in a positive way.	Small step progression Swim 15 metres in front and back crawl, with a proficient stroke. To use sculling hands to move in the water. To confidently swim 10m breast-stroke with effective legs and arms. To perform a surface dive to retrieve an object. Swim 25 metres in one chosen stroke. Perform a safe-rescue with HELP.
Outcome The children will display their finished 3D packaging on display for others to pass comment upon.	Outcome The children will be able to continue to work together in a group/band/ensemble and perform to each other and an audience.	Outcome The children will understand that some sounds are pronounced differently in French.	Outcome The children will be able to demonstrate their understanding of formations and new tactics in a competition with their peers.	Outcome The children will be able to swim a range of strokes over a greater distance, knowing the importance of HELP.

In **Guided reading**, we will be reading ‘Street Child’ by Berlie Doherty, as well as a range of non-fiction texts based upon the Victorians.

We will be continuing to revisit the 6 different types of reading comprehension questions through the vipers.

