Year 6 Medium Term Outline Planning

DRIVING THEME:	Art and DT
Philosophical Question	Imagine if…there was no love
Texts	The Princess Blankets- Carol Ann Duffy The Snow Queen- Hans Christian Anderson Poem- the Tyger- William Blake Class Novel- Clockwork by Phillip Pullman
As Scientists we will: **investigate,** **understand and work** **scientifically.**	**Light** ● recognise that light appears to travel in straight lines. ● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. ● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. ● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** ● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the 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. Build a simple spectrometer How to …become invisble
As Artists we will: **Develop ideas, take** **inspiration from the greats and** **master techniques**	**Exploring & Developing Ideas** ● Can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Can question and make thoughtful observations about starting points and select ideas to use in their work. ● Can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. **Evaluating & Developing Work** ● Can compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ● Can adapt their work according to their views and describe how they might develop it further. ● Can annotate work in a journal. **Drawing** ● Can work from a variety of sources including observation, photographs and digital images.

	• Can work in a sustained and independent way to create a detailed drawing. • Can develop close observation skills using a variety of view finders. • Can use a journal to collect and develop ideas. • Can identify artists who have worked in a similar way to their own work. • Can use dry media to make different marks, lines, patterns and shapes within a drawing. • Can experiment with wet media to make different marks, lines, patterns, textures and shapes. • Can explore colour mixing and blending techniques with coloured pencils. • Can use different techniques for different purposes i.e. shading, hatching within their own work. • Can start to develop their own style using tonal contrast and mixed media. • Can begin to use simple perspective in their work using a single focal point and horizon. • Can begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Can show an awareness of how paintings are created i.e. composition. **Painting** • Can develop a painting from a drawing. • Can carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • Can mix and match colours to create atmosphere and light effects. • Can identify and work with complementary and contrasting colours. Art Study- Salvador Dali (Persistence of Memory)
As Design Technicians we will: **Design, make, evaluate and improve**	**Mechanical/Electrical Systems & ICT** • Can develop the technical vocabulary and use mechanical systems such as cams, pulleys and gears. • Can develop the technical vocabulary and use electrical systems such as motors. • Can program, monitor and control using ICT. **Mechanical/Electrical Systems & ICT: Design** • Can list tools needed before starting the activity and plan the sequence of work e.g. using a storyboard or annotated diagrams. • Can use models, kits and drawings to help formulate design ideas and to refine ideas. • Can devise step by step plans and use exploded and cross-sectional diagrams to communicate ideas which can be read / followed by someone else. • Can sketch and model alternative ideas and can then decide which design idea to develop. **Mechanical/Electrical Systems & ICT: Make** • Can use researched information to inform decisions and develop one idea in depth. • Can produce detailed lists of ingredients / components / materials and tools. • Can use a computer to model ideas. • Can select from and use a wide range of tools and materials and can cut accurately and safely to a marked line.

	● Can use appropriate finishing techniques for the project and refine their product – review and rework/improve. **Mechanical/Electrical Systems & ICT: Evaluate** ● Can research and evaluate existing products (including book and web based research). ● Can consider user and purpose. ● Can identify the strengths and weaknesses of their design ideas and consider and explain how the finished product could be improved related to design criteria, using correct technical vocabulary. ● Can discuss how well the finished product meets the design criteria of the user (test on the user!). ● Can understand how key people have influenced design.
RE	**Year 6 Spring 1 Judaism Spring 2 Christianity: Jesus** **Year 6 Key Question** (to be used all year): In what ways is life like a journey? **Focus Question** (for this investigation): Spring 1: How do religions make signposts on the journey through life? Spring 2: Can saying sorry change things? ● Use developing religious vocabulary to describe and **show understanding** of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. (B&V LRT) ● **Explain** what inspires and influences them, expressing their own views whilst respecting other people's. (SPM). ● To **analyse** religious information and begin to develop their own opinions B&V, SPM). ● **Ask important questions** about religion and beliefs, (eg, identity, belonging, meaning, purpose, truth, values and commitments). ● **Compare** different viewpoints within a faith group. (SHE, B&V, SPM)
PE	Spring 1 Gymnastics Spring 2 Outdoor Adventure Activities.
PSHE	**1. Understanding Self & Others** 1a. Can recognise their own and other people's personality traits, individual preferences and characteristics. 1b. Can recognise challenging behaviours and the negative effects these can have on relationships. **2. Working with Others** 2a. Knows that different people react in different ways when working in a group. 2b. Can demonstrate their knowledge of group dynamics. **3. Speaking & Listening** 3a. Can demonstrate speaking and listening skills. 3b. Can consider how they respond to challenging circumstances e.g. conflict and violence. 3c. Can demonstrate strategies for calmness.

As computer experts we will:	o 1a. Can plan, write and debug programs that accomplish specific goals using precise sequences of commands. o 1b. Can control and stimulate physical systems using block code. o 1c. Can solve problems by decomposing into smaller parts. o 1d. Can use logical reasoning to explain how algorithms and programs work. o 2e. Can send and receive 'group' email and is aware of the benefits and uses of these. Uses extra features of an email, cc and bcc. o 2f. Can independently, and with regard for eSafety, search the internet, using strategies to verify the accuracy and reliability of information found. o 3c. Can collect, evaluate and present data and information in purposeful ways. o 3i. Can use ICT to produce their own music or sound effects for a specific purpose, using musical features to make informed decisions.