

Spring Term Year 6

All subjects are directly linked to the National Curriculum's programmes of study.

Magnificent Mayans

Computing	PE	PSHRE	MFL	MUSIC
<p><u>Programming and Algorithms</u></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Break down a problem into its smaller steps. Plan what needs to be written for each stage. Write a computer program with several steps in order to achieve a goal. Debug a program by decomposing a problem and creating a sub-solution for each of the parts. Know that different solutions exist for the same problem. Write a computer program containing loops, conditionals and variables. Use, 'if' and 'if, then and else' statements.</p> <p><u>Knowledge</u> Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output.</p> <p><u>Finding Out – Spreadsheets</u></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Can create a spreadsheet to answer a mathematical question relating to probability. Can use and create formulae. Can use a spreadsheet to solve a problem. Can use a spreadsheet to model a real-life situation and come up with solutions.</p> <p><u>Knowledge</u> Can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.</p> <p><u>Online Safety We follow 'Education for a Connected World'.</u></p> <p><u>Privacy and Security</u></p> <p><u>Knowledge</u> To know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p> <p><u>Online Reputation</u></p> <p><u>Knowledge</u> To have strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p> <p><u>Health, well-being and life style.</u></p> <p><u>Knowledge</u> The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p><u>Fitness (Circuit Training).</u> Develop flexibility, strength, technique, control and balance.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Collaborate with others to improve on a consistent basis. Compete with others (and the past self) at various fitness stations and be able to feedback to the group about own progress. Develop a detailed understanding of how to improve in different physical activities and be able to explain to others how to improve and the effect on the body of the various exercises.</p> <p><u>Knowledge</u> Compare performances with previous achievement and demonstrate improvement to achieve their personal best. Continue to develop flexibility, strength, technique, control and balance.</p> <p><u>Gymnastics</u></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Develop and refine different ways to travel. Develop the ability to link gymnastic elements together. Link together jumps and rolls to create a sequence.</p> <p><u>Knowledge</u> Develop flexibility, strength, technique, control and balance. Evaluate and recognise their own success.</p> <p><u>Hockey</u></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> To look up whilst dribbling the ball. Push pass accurately. To be able to tackle somebody and win the ball. Develop running, jumping and stick handling skills</p> <p><u>Knowledge</u> Build on and consolidate the application of principles suitable for attacking and defending. Use running, jumping and stick handling skills in isolation and in combination.</p> <p><u>Orienteering</u> Take part in outdoor adventurous activity challenges:</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> To read more complex maps. To give directions to peers. Follow directions given by peers.</p> <p><u>Knowledge</u> Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p><u>Living in the wider world-One World</u></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Develop responsibility. To make the right choices to care for the environment. Explore the idea of sustainability to minimise depletion of the Earth's natural resources.</p> <p><u>Knowledge</u> Take steps to reduce the harmful effects of global warming. Know how to make the world a better place for living things.</p>	<p><u>French</u></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Listen to and understand the main points from a short spoken passage. Listen and speak with increasing confidence (converse briefly without prompts). Prepare and perform a short presentation. Read aloud with confidence, enjoyment and expression, in chorus or individually. Read and understand the main points – and some detail – from a short text. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Write several sentences from memory and develop a short text using a model.</p> <p><u>Knowledge</u> Demonstrate an understanding of and respect for cultural diversity. Present ideas and information orally to a range of audiences. Understand basic French grammar. Know how to apply grammatical rules- for instance, to build sentences; and how these differ from or are similar to English</p>	<p><u>A New Year Carol-</u> Benjamin Britten's music.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p><u>Knowledge</u> Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm, tempo, timbre, texture, structure and pitch fit together.</p>

