


Fight for Change - Year 6 Spring 1

School Trip: Suffragette Workshop	Exit Point: Protest	School Value: Resilience	The Arts: Protest
<p>PSHE – (PSHE Association Thematic Model Planning) Context: Belonging to a community L.I: To understand what diversity means and recognise the benefits of living in a diverse community. L.I: To be able to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. L.I: To understand what discrimination means and how to challenge it. L.I: To be able to recognise behaviours/actions which discriminate against others and understand ways of responding to it. Context: Media literacy and digital resilience L.I: To understand reasons for following and complying with regulations and restrictions with reference to social media, television programmes, films, games and online gaming. L.I: To be able to recognise ways in which the internet and social media can be used both positively and negatively. L.I: To recognise things appropriate to share and things that should not be shared on social media.</p>	 <p>Religious Education (Living Difference IV)</p>	<p>Music: Weekly singing assemblies. Context: Charanga – A New Year Carol L.I: To be able to describe the style indicators (<i>tempo, texture, dynamics, instruments and voice</i>) of the song/music. L.I: To be able to describe the structure of the song. L.I: To be able to identify the instruments and voices they can hear. L.I: To be able to talk about the musical dimensions used in the song. L.I. To be able to sing and perform a song with expression.</p>	<p>Design & Technology (Cooking) Context: Cheese Puffs L.I. To prepare ingredients for cooking- weighing accurately. L.I. To be able to use a cooking technique (rolling).</p>
<p>Science Context: Animals Including Humans L.I: To identify and name parts of the circulatory system and describe the functions of the heart. L.I: To understand the function and composition of blood and blood vessels. L.I: To be able to recognise the impact of diet and exercise, drugs and lifestyle on the way the body functions. L.I: To describe how nutrients and water are transported within animals and humans. Context: Living Things and Their Habitats L.I: To describe how living things are classified (into broad groups) according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. L.I: To be able to give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Physical Education Indoor – Context: Gymnastics L.I: To understand the technique how execute a straddle jump. L.I: To understand the technique how to execute a pike jump. L.I: To understand the technique how to execute a tuck jump. L.I: To create a sequence of movements and jumps.</p> <p>Outdoor – Context: Fitness See separate plan for individual lessons. ZUKO Sports – Separate planning</p>	<p>History (Influence and Achievement) Context: The Suffragettes L.I: To identify significant people in History L.I: To explore the impact of significant people in History L.I: To recognise the achievements of people and/or civilisations</p>	<p>Computing (Purple Mash) Context: Blogging L.I. To identify the purpose of writing a blog. L.I. To identify the features of a successful blog. L.I. To plan the theme and content for a blog. L.I. To understand how to write a blog and a blog post. L.I. To consider the effect upon the audience of changing the visual properties of the blog. L.I. To understand how to contribute to an existing blog. L.I. To understand how and why blog posts are approved by the teacher. L.I. To understand the importance of commenting on blogs.</p>