

Light and Dark - Year 6 Spring 2

School Trip: Not Applicable	Exit Point: STEM – light and dark activity (TBC)	School Value: Independence	The Arts:
<div data-bbox="107 240 280 504"> </div> <div data-bbox="291 245 474 504"> </div> <div data-bbox="490 245 680 504"> </div>		Music: Weekly singing assemblies. Context: Charanga – You’ve got a friend L.I: To be able to appraise a song L.I: To be able to listen to and identify compositions from one composer (<i>Carol King</i>) L.I: To be able to improvise with a song.	
Computing (Purple Mash) Context: Networks LI: To discover what the children know about the Internet LI: To find out what a LAN and WAN are and to find out how we access the internet in school. LI: To research and find out about the age of the internet and to think about what the future might hold If time, complete unit 6.8 Binary	Physical Education Indoor – Context: Badminton LI: To gain an understanding of the sport badminton and the equipment. LI: To be able to hit the shuttlecock to a still target. LI: To have consistent accuracy when hitting the shuttlecock towards a target. Outdoor – Context: Athletics and Tag Rugby See separate plan for individual lessons. ZUKO Sports – Separate planning		Spanish (Language Angels) Context: To describe what rooms there are and are not in your home in Spanish LI: To be able to say and write in Spanish whether we live in a house or apartment. LI: To say what room we have and do not have at home using the key structure en mi casa hay And en mi casa no hay... LI: To use the connective/conjunction y to link two sentences together.
Science Context: Light LI: To understand how light travels in straight lines LI – To understand objects are seen because they give out or reflect light into the eye LI – To understand why shadows have the same shape as the objects that cast them	Religious Education (Living Difference IV) Awaiting new planning for September 2022	PSHE – (PSHE Association Thematic Model Planning) Context: Media literacy and digital resilience L.I: To understand how text and images in the media can be manipulated or invented. L.I: To be able to recognise how online content can be designed to manipulate people’s emotions and encourage them to read or share things. Context: Money and work L.I: To understand the role that money plays in people’s lives, attitudes towards it and what influences decisions about money. L.I: To understand the risks associated with money and ways to keep money safe. L.I: To understand how money can be gained or lost. L.I: To be able to recognise how having or not having money can impact on a person’s emotions, health and wellbeing.	