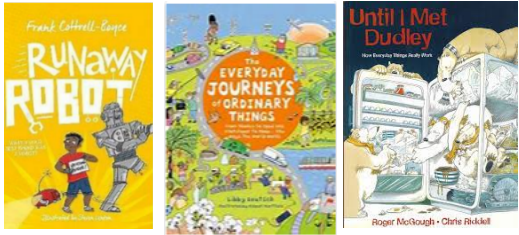


Revolution - Year 6 Autumn 1

School Trip:	Exit Point: Parent's Invited in to see their final bridge designs	School Value: Creative	The Arts: Bridge Building
<p><u>Computing (Purple Mash)</u> <u>Context: Online Safety</u> LI: To identify the benefits and risks of mobile devices. LI: To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. LI: To understand the importance of balancing game and screen time with other parts of life. <u>Context: Text Adventures</u> LI: To find out what a text-based adventure game is and to explore an example made in 2Create a Story LI: To use 2Connect plans for a story adventure to make the adventure using 2Create a Story. LI: To introduce an alternative model for a text adventure which has a less sequential narrative and to use written plans to code a map-based adventure in 2Code.</p>	<p><u>Books linked to the wider curriculum</u></p>  <p><u>Religious Education (Living Difference IV)</u> Context: Peace L.I: To understand what is meant by the word faith L.I: To understand why faith is important in the Islamic Faith L.I: To know about the Qur'an and identify what importance it has for Muslims.</p>	<p><u>Music:</u> Weekly singing assemblies. <u>Context: Charanga - Happy</u> L.I: To be able to recognise the style indicators (<i>tempo, dynamics, instruments and voice</i>) of Pop music with a Soul influence. L.I: To be able to recognise the style indicators of a Pop song with a Country groove. L.I: To be able to recognise the style indicators of a cappella Pop music. L.I: To be able to recognise the style indicators of Soft Rock from the 1980s.</p>	<p><u>History (Technology/Influence and achievement)</u> <u>Context: The Industrial Revolution.</u> L.I to accurately use dates and terms to order and describe historical events. L.I: to investigate their own lines of enquiry by posing historically valid questions. L.I: to recognise when using a primary or secondary source and its impact on reliability. L.I: To understand how some historical events/period occurred concurrently in different locations.</p>
<p><u>Science</u> <u>Context: Electricity</u> LI: To know the main circuit symbols and use these to draw simple circuit diagrams. LI: To investigate the correlation between the brightness of a lamp and the number and voltage of cells used in a circuit. LI: To investigate the correlation between the volume of a buzzer and the number and voltage of cells used in a circuit. LI: To explain the effect of increasing or decreasing the voltage on different parts of a circuit. LI: To identify variations in component functions.</p>	<p><u>Design & Technology</u> <u>Context: Bridges</u> LI: To investigate and analyse a range of existing products LI: To use design criteria to create a product that is fit for purpose. L.I: To investigate how to strengthen and reinforce a structure, L.I: To select a range of materials and components according to their functional properties. L.I: To analyse and evaluate ideas and products against the design criteria. L.I: To use prior knowledge to inform the design of product fit for purpose.</p>	<p><u>Spanish (Language Angels)</u> <u>Context: Spanish Phonetics and Pronunciation</u> LI: To introduce the first set of phonics sounds/phonemes. CH, J N, LL, RR LI: To introduce the second set of phonics sounds/phonemes. CA, CE, CI, CO, CU LI: To introduce the third set of phonics sounds/phonemes. GA, GE, GI, GO, GU LI: To introduce the fourth set of phonics sounds/phonemes B, V, CC, QU, Z</p>	
<p><u>Physical Education</u> <u>Indoor – Context: Table Tennis</u> LI: To gain an understanding of the sport Table Tennis and the equipment needed. LI: To be able to use the correct technique in order to hit the ball to a still target. LI: To have consistent accuracy when hitting the ball towards a target. <u>Outdoor- Context: Basketball with Zuko Sports</u></p>	<p><u>PSHE – (PSHE Association Thematic Model Planning)</u> <u>Context: Families and friendships</u> L.I: To recognise that there are different types of relationships. L.I: To recognise and respect that there are different types of family structures. L.I: To understand the difference between gender identity and sexual orientation. L.I: To recognise the way in which people show love towards one another. L.I: To understand the difference between marriage and civil partnership. L.I: To understand forced marriage and choice in relationships.</p>		
<p><u>Subjects not covered this unit:</u></p> <ul style="list-style-type: none"> • Art and Design, Geography 			