

Year 6 Medium Term Plan Spring 1

	Science	Humanities	RE	Computing
<h2 style="margin: 0;">Theme</h2>	<p>Theme: Light Key skills:</p> <ul style="list-style-type: none"> ● Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ● Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ● Use test results to make predictions to set up further comparative and fair tests. ● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. ● Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Recognise that light appears to travel in straight lines. ● Objects are seen because they give out or reflect light into the eye. ● Light travels from light sources to our eyes, or from light sources to objects and then to our eyes. ● Shadows have the same shape as the objects that cast them. 	<p>Theme: Ancient Islamic Civilisation Key skills:</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key knowledge: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Enrichment: Trips- VandA museum. Week 5 and week 6 friday</p>	<p>Theme: Beliefs & Meaning Is anything ever eternal?</p> <p>Key skills: To evaluate and reflect on different beliefs. To use research and investigative skills. To make an informed response and build personal opinion. To empathize with opinions of others.</p> <p>Key knowledge: To understand different beliefs about eternity and the Christian perspective on this. To understand the concept of 'eternity' and 'unconditional love'. To make connections between Jesus' teachings and daily life. To understand religious and non-religious attitudes to Heaven.</p>	<p>Unit 6.4 Blogging</p> <p>Key Skills:</p> <ul style="list-style-type: none"> ● Pupils can identify the key features of a blog and share these using 2Write ● can create a blog for a specific purpose and can post comments on an existing class blog ● Pupils work collaboratively and individually to plan, design and create a blog. <p>Key Knowledge:</p> <ul style="list-style-type: none"> ● Pupils understand the features of a blog and the differences between a blog page and a blog post ● Pupils understand the implications of inappropriate use of the blog ●

	<p>Resources: https://www.stem.org.uk/resources/commUnity/collection/12741/year-6-light</p> <p>https://www.hamilton-trust.org.uk/science/year-6-science/crime-lab-investigation/</p>			
Week 1	<p>S.K.LO: To recognise that light appears to travel in straight lines.</p> <p>W.S. LO: To record data and results of increasing complexity using scientific diagrams and labels.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Drawing scientific diagrams. • To report and present findings from an enquiry. <p>Key knowledge:</p> <ul style="list-style-type: none"> • Identify sources of light. • Understand light travels in a straight line. • Explain how we see things. 	<p>LO To create informed opinions about AIC To create a timeline of key dates linked to AIC Key skills: To use inference skills when looking at the artefacts and pictures To use mathematical understanding to order dates chronologically. Key knowledge: To know when and where AIC began To begin to grasp an understanding of the time period.</p> <p>Pictures and artefacts to try and figure out the time period being looked at</p>	<p>LO: To discuss and reflect on if anything can last forever</p> <p>Key skills: To reflect on different events and objects around the world. To categorize and sort events.</p> <p>Key knowledge: To understand what 'forever' means and how that fits into our daily life. To reflect on personal feelings.</p>	<p>LO: To understand blogging</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To identify the purpose of writing a blog. • To identify the features of successful blog writing. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Pupils understand how a blog can be used as an informative text. • Pupils understand the key features of a blog.
Week 2	<p>S.K.L.O: To investigate how refraction changes the direction in which light travels.</p> <p>W.S.LO: To report and present findings from enquiries.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries. • Observational skills <p>Key knowledge:</p> <ul style="list-style-type: none"> • Light travels and bounces off surfaces into our eyes. • When light travels from air through water, glass or anything 	<p>LO: To understand who the four caliphs were and their importance.</p> <p>Key skills: To make informed opinions To infer from sources what is important to know Key knowledge: To learn about the impact the four caliphs made on the AIC and world. To learn about the prophet Muhammed.</p>	<p>LO: To investigate Jesus' teachings and the Christian perspective on eternity</p> <p>Key skills: To use research and analysis skills. To make connections to bible stories and religious beliefs.</p> <p>Key knowledge: To understand the concept of unconditional love. To define 'eternity'. To understand Jesus' teachings about unconditional love from bible stories (The Lost Son, The Commandments, Jesus Heals 10 Men).</p>	<p>LO: To plan a blog</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To plan the theme and content for a blog. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Pupils understand how a blog can be used as an informative text. • Pupils understand the key features of a blog.

	<p>that lets light through, it gets bent.</p> <ul style="list-style-type: none"> Identify the way refraction alters the direction of light. 			
<h2>Week 3</h2>	<p>S.K. L.O: To understand how mirrors reflect light.</p> <p>W.S.L.O: To identify scientific evidence that has been used to support or refute ideas.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Creating a periscope and explaining how it works. Orally explain how mirrors reflect light. <p>Key knowledge:</p> <ul style="list-style-type: none"> To 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. To be able to 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. 	<p>LO: To understand what type of people the AIC were</p> <p>Key skills: To infer from information. To compare and contrast Baghdad to modern day cities</p> <p>Key knowledge : To understand Baghdad was circular To understand it was a safe place, it was a rich place, many amenities were here. What can we tell from looking at Baghdad</p>	<p>LO: To understand Christian beliefs of life after death</p> <p>Key skills: To build informed response from provided information. To use research and analysis skills.</p> <p>Key knowledge: To understand Christian beliefs about Jesus' resurrection. To understand the Bible stories of the parable of the sheep and the goats, and Jesus forgiving the criminal.</p>	<p>LO: To plan a blog</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. <p>Key Knowledge:</p> <ul style="list-style-type: none"> Pupils can create a blog with a specific purpose. Pupils understand that the way in which information is presented has an impact upon the audience. Pupils understand that blogs need to be updated regularly to maintain the audience's interest and engagement.
<h2>Week 4</h2>	<p>S.K.L.O: To investigate how light enables us to see colours.</p> <p>W.S.L.O: To plan a scientific enquiry.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Using scientific language Planning different types of enquiries. Using scientific diagrams and labels. <p>Key knowledge:</p>	<p>LO: To locate and explain who AIC traded with and why</p> <p>Key skills; locate countries and continents on a map</p> <p>Key knowledge To know which products came from which countries To understand where AIC was in relation to other countries around the world</p>	<p>LO: To debate different beliefs of Heaven</p> <p>Key skills: To concisely explain ideas. To make informed responses and connections within debate. To listen and respect others' opinions.</p> <p>Key knowledge: To understand the Christian perspective of Heaven. To</p>	<p>LO: To contribute to a shared blog</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To create a blog as a team <p>Key Knowledge:</p> <ul style="list-style-type: none"> Pupils understand how to contribute to an existing blog. Pupils understand

	<ul style="list-style-type: none"> • White light is made up of different coloured light. • You can see these colours when white light travels through a prism. • The colour of an object depends on the colour of light it reflects. 		<p>recognize the Humanist perspective that it is right to lead a good life even without believing.</p>	<p>how and why blog posts are approved by the teacher.</p> <ul style="list-style-type: none"> • Pupils understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying
<h2 style="text-align: center;">Week 5</h2>	<p>S.K.L.O: To explain why shadows have the same shape as the object that casts them.</p> <p>W.S.L.O: To report and present findings from an enquiry.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use observational skills. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <p>Key knowledge:</p> <ul style="list-style-type: none"> • Light travels away from a light source until it meets an object. • When something blocks light travelling from a source, a shadow is made. • The shape of the shadow will be the same as the outline shape of the object and the size of the shadow is larger when the light source and object move closer to each other as more of the light is blocked. 	<p>LO: To understand the importance of geometric patterns within AIC and islamic art work.</p> <p>Key skills: To draw a geometric pattern To repeat the pattern more than once with a mistake in it.</p> <p>Key knowledge : To know that every pattern has one mistake in it so it is not perfect. Only the caliph could be perfect.</p>	<p>LO: To evaluate different beliefs and the Christian perspective of about eternity</p> <p>Key skills: To reflect on what previous weeks of learning. To inform individual opinion.</p> <p>Key knowledge: To understand different opinions of eternity. To reflect on and to summarise Christian beliefs..</p>	<p>LO: To analyse blogs</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils can comment on and respond to other blogs. • Pupils can assess the effectiveness and impact of a blog • Pupils understand that content included in their blog carefully considers the end user <p>Key Knowledge:</p> <ul style="list-style-type: none"> • pupils understand the importance of commenting on blogs.