



Non-Topic Termly Overviews

Year: 6

Term: Spring

Subjects	Objectives/Learning intentions
Computing	<p>E-safety</p> <ul style="list-style-type: none"> Know how to report concerns or problems when online Show responsibility and sensitivity when online <p>Programming (Coding)</p> <p>SENSING</p> <ul style="list-style-type: none"> Create a program to run on a controllable device Explain that selection can control the flow of a program Update a variable with a user input Design a project that uses inputs and outputs on a controllable device Develop a program to use inputs and outputs on a controllable device <p>Multimedia</p> <p>WEBPAGE CREATION</p> <ul style="list-style-type: none"> Review an existing website and consider its structure Plan the features of a web page Consider the ownership and use of images (copyright) Recognise the need to preview pages Outline the need for a navigation path Recognise the implications of linking to content owned by other people
French	<p>Unit D, Playtime</p> <ul style="list-style-type: none"> Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games Using 'j'aime' with another verb Saying what and where they like to play <p>Unit E, My Home</p> <ul style="list-style-type: none"> Saying where they live Identifying a variety of rooms and types of furniture Saying what there is in the kitchen Describing their daily routine
PE Net/Wall Games Dance/ Gymnastics	<p>To Acquire and Develop Skills</p> <p><u>Games</u></p> <ul style="list-style-type: none"> Use forehand and backhand and above their heads when playing racket games. Perform skills with accuracy, confidence, and control. Combine and perform skills with control, adapting them to meet the needs of the situation Show precision and accuracy when sending and receiving <p><u>Dance</u></p> <ul style="list-style-type: none"> Perform a variety of dance styles with accuracy and consistency Explore, improvise and choose appropriate material to create new motifs in a chosen dance style Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns

	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Perform complex moves that combine strength and stamina through gymnastic activities (such as cartwheels or handstands - flexibility, strength, technique, control and balance) Hold shapes that are strong, fluent and expressive. Vary speed, direction, and level and body rotation during floor performances. Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and swing (remaining upright). <p>To Select and Apply skills, tactics and compositional ideas</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> Extend compositional skills incorporating a wider range of dance styles and forms Compose, develop and adapt motifs to make dance phrases and use these in longer dances select and use a range of compositional ideas to create motifs that demonstrate their dance idea <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including travelling, balances, swinging, springing, flight, vaults, inversions, rotation, bending, stretching twisting, gestures and linking skills. repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body, shape and changes in direction adapt sequences to include a partner or a small group <p><u>Games</u></p> <ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) which meet the needs of the situation. Hit the ball with purpose, varying the speed, direction, height Play recognised versions of net/wall games showing tactical awareness and knowledge of rules and scoring Work alone, or with teammates in order to gain points or possession. Uphold the spirit of fair play and respect in all competitive situations. <p>To improve and Evaluate</p> <ul style="list-style-type: none"> Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding both themselves and others <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> Can show responsibility for personal warm up programme specific to the activity Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions
RE	<p>Sacred Places</p> <p>What is the significance of pilgrimages?</p> <ul style="list-style-type: none"> How can journeys change people? What guides people's actions/reactions on a pilgrimage? What is the importance of a faith pilgrimage? What is the spiritual significance of a pilgrimage? What were my thoughts and feelings in a personal journey? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Consider the significance of pilgrimages in different faith communities. Weigh up the spiritual impact of pilgrimages and recognise that journeys change people. <p>Salvation</p> <p>What difference does the resurrection make to Christians?</p> <ul style="list-style-type: none"> How is the Christian belief in the resurrection connected with how Christians worship on Good Friday and Easter Sunday? How does Luke 24 link with the Christian concepts of incarnation, salvation, sacrifice, resurrection and hope? What do these songs say about the meaning of Jesus' death and resurrection?

	<ul style="list-style-type: none"> • What emotions can you identify in these songs and how do you think they affect Christians? • What difference might believing in the resurrection of Jesus have on the way people live today and the choices they make? • If you were one of the disciples, what would you include in a scrapbook about your time with Jesus? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in the Resurrection. • Explain connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnations, and hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Explain why some people find belief in the Resurrection makes sense and inspires them.
DT Mechanics day	<p>To master practical skills</p> <p>Mechanics</p> <ul style="list-style-type: none"> • I can use simple mechanisms e.g. cogs, cams, pulleys, levers and cranks. • I can begin to use pneumatics and hydraulics.
Cultural Capital	

