



St Bede's Catholic Primary School and Nursery

Year 6 Medium Term Plan

Spring Term 2023~2024



RE		
Spring Sources	<p>Children will know:</p> <ul style="list-style-type: none">• links between scripture and Christian beliefs;• about the Bible, the beliefs, ideas, feelings and experiences of the Christian;• how the Bible shapes the lives of Christians;	<p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer;• use and reference the Bible confidently• engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching;
Spring Unity	<p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others;• reasons why Christians gather together in 'communion' and receive 'Holy Communion';	<p>Children will be able to:</p> <ul style="list-style-type: none">• ask and respond to questions about their own and others' experiences and feelings about friendship and unity;• compare their own and other people's ideas about questions concerning friendship which are difficult to answer;• make links between scripture and the Eucharist;• use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite;• make links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings;
Spring Death and New Life	<p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs about loss and death affect their behaviour and that of others;• the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night;• religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night;	<p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions concerning loss and death which are difficult to answer;• use a developing vocabulary to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum;• engage with and respond to questions about death and new life in the light of religious teaching;
STEM ~ Science		
Spring 1 Electricity	<p>Children will know:</p> <ul style="list-style-type: none">• parts of a circuit and their functions;• the impact of adding to, or removing components from, a circuit; <p>voltage of cells used in a circuit is associated the brightness of an object.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none">• build and create circuit models;• take measurements, using a range of scientific equipment; <p>test results to make predictions for further comparative and fair tests.</p>



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Spring 2 Looking after our Environment	Children will know: <ul style="list-style-type: none">ways to reduce landfill and energy consumption;what happens when fuels are burnt;	Children will be able to: <ul style="list-style-type: none">recording data and results using scientific diagrams, keys and graphs;identify scientific evidence that has been used to support or refute ideas;use test results to make predictions;compare data associated with the weather.
History		
Spring 1 The Maya Civilisation	Children will know: <ul style="list-style-type: none">where and how the Maya live today;the limitations of reaching conclusions using just archaeological evidence;why the Maya had many gods;the significance of the Maya creation of myth;most of the Maya disappeared around 900 AD;historians disagree about why this happened;	Children will be able to: <ul style="list-style-type: none">use evidence about the Maya today to read a conclusion about the Maya in the past;generate further questions to check findings and deepen their understanding;ask and answer questions about the Maya using evidence;make links between the beliefs of the Maya and other societies they have studied throughout Key Stage Two;make comparisons between the achievements of the Maya and other societies;present their own interpretation of events around 900 AD;present valid reasons why the Maya should or should not be remembered;use evidence from sources to support the conclusions they reach;link together evidence from a range of sources to strengthen conclusions;
Geography		
Spring 2 Protecting The Environment	Children will know: <ul style="list-style-type: none">there are threats to the health of our planet;several threats to wildlife and/or habitats;there are ways to help improve the health of our planet;the sources of several important minerals used in everyday life;some of the ways in which minerals can be used sustainably;both renewable and non-renewable energy sources;the carbon cycle;	Children will be able to: <ul style="list-style-type: none">locate where minerals can be found around the world;model and explain the carbon cycle;locate MPAs;pose an enquiry question;plan and carry out an enquiry into sustainability in St Bede's;



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	<ul style="list-style-type: none">• no on type of energy production is the solution to providing the world's energy;• how humans rely on the oceans;• some of the threats to our oceans;• some of the advantages of Marine Protected Areas (MPAs);• some ways they could make St Bede's more sustainable;• important environmental issues;	
Art and Design		
Spring 1 Drawing: Make my Voice Heard	<p>Children will know:</p> <ul style="list-style-type: none">• monochromatic artwork uses tints and shades of just one colour;• colours can be symbolic and have meanings that vary according to your culture or background;• the surface of textures created by different materials can help suggest form in two-dimensional artwork;• how an understanding of shape and space can support creating effective composition;• how line can be applied to other art forms;• that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images;• identify the key features of Maya art;	<p>Children will be able to:</p> <ul style="list-style-type: none">• make marks using a range of handmade tools;• compare artworks;• generate a range of symbols, patterns and colours that represent them;• create form by applying chiaroscuro to a tonal drawing;• represent feelings through artwork;• analyse how an artist conveys a message;
Spring 2 Sculpture and 3D: Making Memories	<p>Children will know:</p> <ul style="list-style-type: none">• colours can be symbolic and have meanings that vary according to your culture or background;• the surface textures created by different materials can help suggest form in two-dimensional art work;• shape and space can support creating effective composition;• pattern can be created in many different ways such as the rhythm of brushstrokes in a painting or in repeated shapes within a composition;	<p>Children will be able to:</p> <ul style="list-style-type: none">• identify common themes within different artworks;• generate a selection of memories to compose a piece of artwork;• represent ideas within a composition of shapes;• create work influenced by different artists;• use plans to construct 3D forms;• combine materials and techniques to fit their ideas;• identify areas of their work to define;
PE		
Spring 1 Invasion Games: Tag Rugby	<p>Children will know:</p> <ul style="list-style-type: none">• specific, topic related phrases associated with the invasion game;• the need to focus on multiple elements, such as attack and defence, within the same activity.	<p>Children will be able to:</p> <ul style="list-style-type: none">• apply skills and techniques to small and larger game situations;• use tactics and strategies to improve their and others performance.
Spring 2	<p>Children will know:</p> <ul style="list-style-type: none">• how to refine, develop and improve performance in various disciplines;	<p>Children will be able to:</p> <ul style="list-style-type: none">• copy, repeat and evaluate simple athletic skills and actions;



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Athletics: Decathlon	<ul style="list-style-type: none">the importance of rules and conventions of various athletic events;about thinking strategically to improve own and others performance.	<ul style="list-style-type: none">show control and co-ordination;improve knowledge of training methods;select and carry out appropriate warming up and cooling down activities;recognise personal health and wellbeing is promoted through participation in athletic activities;observe and evaluate a partner's running, throwing and jumping actions.
French		
Spring 1 The Planets	Children know: <ul style="list-style-type: none">the phonic sounds – QU, GNE, Ç, EN and AN;names of the planets in our solar system;the correct spelling of at least 5 planets;interesting facts about at least 4 of the planets	Children will be able to: <ul style="list-style-type: none">speaking: give an oral presentation on a planet/s;listening: complete an extended listening task focused on key vocabulary;reading: complete an extended reading activity based on unit's key vocabulary;writing: create a written piece of work about a planet/s;grammar: follow rules of adjectival agreements with planets and particularly colours.
Spring 2 The Weekend	Children know: <ul style="list-style-type: none">The phonic sounds – QU, GNE, Ç, EN and AN.what the time is in Frenchto say what they do at the weekend in French and at what time at the weekend.	Children will be able to: <ul style="list-style-type: none">speaking: Present orally what they do at the weekend using connectives and time.listening: Participate in a listening exercise focused on weekend activities.reading: Complete various reading activities based on unit's key vocabulary.writing: Use written presentations to share what they do on the weekends.grammar: Use connectives to create extended sentences and form a range of opinions and justifications.how to tell the time accurately in French;integrate connectives into their work;use connectives in their written and oral sentences.
PSHE		
Spring 1	Children will know:	Children will be able to:



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Dreams and Goals	<ul style="list-style-type: none">the learning steps needed to reach a goal;ways to motivate themselves and others.	<ul style="list-style-type: none">recognise what some people in their class like or admire about them;set a success criteria to help them reach a goal;express empathy for people who are suffering or who are living in difficult situations;give praise and compliments to other people when they recognise their contributions and achievements.
Spring 2 Healthy Me	Children will know: <ul style="list-style-type: none">substance misuse has an unhealthy impact of the body and mind;healthy and unhealthy choices for their bodies.	Children will be able to: <ul style="list-style-type: none">recognise when substances including alcohol are being used anti-socially or being misused;consider their attitudes towards alcohol and other substances;identify and apply skills to keep themselves emotionally healthy;manage stress and pressure;reflect on the links between mental and emotional health and alcohol and substances.
STEM ~ Computing		
Spring 1 iNetwork	Children will know: <ul style="list-style-type: none">a computer network is a group of computers that are connected;computer networks allow users to communicate and share;the internet is many networks that are connected to each other;a router sends/receives information as packets of data;computers connected to the Internet have their own address;services involving web pages on the internet are known as the World Wide Web;websites can be traced to a particular webserver;internet search engines maintain, and rank, a list (or index) of other websites available on the world wide web;web pages are written in HTML.	Children will be able to: <ul style="list-style-type: none">can model a network using physical materials;draw the Internet (a network of networks);trace the route a request takes to reach a website;use the world wide web to answer questions on an online quiz;use clear search terms when conducting internet searches in order to find things out;can use basic HTML and simple CSS (styling) to create web content.
Spring 2 iData	Children will know: <ul style="list-style-type: none">A spreadsheet contains and organises data;you can search and sort spreadsheets;spreadsheets can be used to store numerical data and to make calculations;recalculations with different values can be done quickly;	Children will be able to: <ul style="list-style-type: none">solve problems involving cell references;enter numerical data into cells;enter a formula to calculate totals;create, edit and copy graphs using a spreadsheet;use the SUM function in formulae to add numerical data;



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	<ul style="list-style-type: none">graphs and charts can be created and easily be changed from spreadsheet data.	<ul style="list-style-type: none">sort data in a spreadsheet;search for data in a spreadsheet;use the data in a spreadsheet to answer questions and make choices.
STEM – Design and Technology		
Spring Steady Hand Game (Electrical Systems)	Children will know: <ul style="list-style-type: none">the purpose of products;what is meant by 'fit for purpose' and 'form over function';the importance of 'form follows function';diagram perspectives 'top view', 'side view' and 'back'.	Children will be able to: <ul style="list-style-type: none">design a steady hand game, identifying and naming the components required;draw a design from three different perspectives;generate ideas through sketching and discussion;model ideas through prototypes;construct a stable base for a game;accurately cut, fold and assemble a net;make and test a circuit;incorporate a circuit into a base;test their own and others' finished games, identifying what went well and making suggestions for improvement;
Music		
Spring 1 The Blues	Children will know: <ul style="list-style-type: none">the history of the Blues;the twelve bar blues chord sequence;	Children will be able to: <ul style="list-style-type: none">play instruments and sing from memory, improvising and reading graphic and standard notation;plan and structure a performance;perform in a group, being aware of other's parts;
Spring 2 Composing for Stories	Children will know: <ul style="list-style-type: none">musical dimensions;	Children will be able to: <ul style="list-style-type: none">identify musical dimensions that can be used to effectively create themes and motifs, and represent characters, moods and emotions;use musical vocabulary to discuss musical experiences, preferences and choices;compose descriptive music, taking into consideration a range of musical dimensions;plan and perform as part of a group;