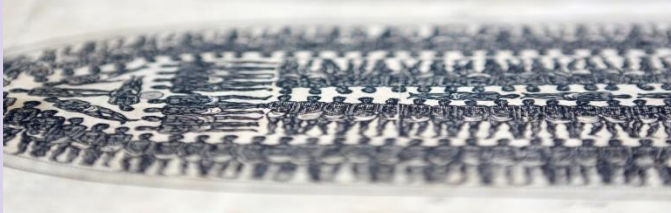


Year 6 Spring 1 Topic Overview

<p>Grow Independence</p> <p>Learn how to become responsible for your belongings and how to plan and prepare for the day at residential.</p>	<p>Contribute to Communities</p> <p>Put on a 'Great Brockhampton Bake Off' for children to enter to raise money for the end of year production.</p>	<p>Promote Physical and Mental Health</p> <p>Go on a residential trip to build resilience, confidence and determination.</p>
<p>Topic: The Atlantic Slave Trade</p> 		
<p>Continuous Provision: fundraise for the end of year production through connecting with children from the school, parents and the wider community (letters, promotional leaflets).</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <p>Date, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>Use literacy, numeracy and computing skills to exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>		
<p>As historians we will:</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use dates and terms accurately in describing events. 	<p>As scientists we will:</p> <p>Use the ideas that light travels and explain that we see things because light travels from light sources to our eyes</p> <p>Find patterns between pitch and features of an object and the sound and strength of vibrations</p> <p>Understand how some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution</p> <p>Recognise that sounds get fainter as a</p>	<p>In PE we will:</p> <p>Select appropriate equipment for Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game.

	distance from sound increases	<ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a team. • Uphold the spirit of fair play and respect in all competitive situations.
<p>As an artist we will: Mix textures (rough and smooth, plain and patterned).Combine visual and tactile qualities.</p> <p>Build up layers of colours. Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	<p>As geographers we will (OL): Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>As computer scientists we will:</p> <ul style="list-style-type: none"> • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online.
<p>Whole Class Reading Text:</p> <p>Wolf Brother Once</p>	<p>Talk4Writing Genres (English):</p> <p>Dialogue Persuasion (leaflet)</p>	<p>Talk4Writing Genres (Cross Curric):</p> <p>Recount</p>
<p>In RE we will:</p> <ul style="list-style-type: none"> • Why do Hindus want to be good? • Explain how religious beliefs shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. • Explain some of the different ways that individuals show their beliefs. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). 		
<p>In PSHE (Thrive) we will: Discuss changes during puberty, learn to manage personal hygiene and dental health. Understand relationships with friends, cultural</p>		

differences and the benefits of mindfulness on our mental health.