

Year 6 Autumn 1 Curriculum Sequence 2023/2024



Science

Intent: To know the main circuit symbols and use these to draw circuit diagrams

SEQUENCE OF LESSONS

1. Explain the importance of the major discoveries in electricity.
2. Use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effect of different volts in a circuit.
3. Build a Circuit
4. Compare and give reasons for variations in how components function, including the brightness of bulbs.
5. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables by investigating the relationship between wire length and the loudness of buzzers.
- 6.

Key Vocabulary: Component, Circuit, Loudness, Switch Brightness, Buzzer, Cell, Battery, Crocodile Clip, Voltage, Current

Impact: Children know the main circuit symbols and use these to draw circuit diagrams, are able to plan and conduct an investigation. Children can plan an investigation based on the results of a previous investigation and can decide how to record data.

History

Intent: I know about key details about the Victorian era and how it changed

SEQUENCE OF LESSONS

1. What were the main changes that took place during this time?
2. Why is it so difficult to find out what factory conditions were really like?
3. How did town life compare to life in the countryside at this time?
4. What were the main changes in transport and did everyone benefit?
5. What can we learn about Victorian times from a study of :
a. Schools b. workhouses c. climbing boys
6. Were the Victorian times a Dark Age or a Golden Age?

Key Vocabulary: Arithmetic, industry Industrial Revolution, invention, livestock, migrate, reign, rural, revolution, typhoid

Impact: Children can identify key features of Victorian life and what we can learn about it. They can discuss the changes during this period

DT

Intent: To be able to design and build an electrical game

SEQUENCE OF LESSONS

1. To research and analyse a range of children's toys
2. To design a steady hand game
3. To construct a stable base
4. To assemble electronics and complete an electronic game

Key Vocabulary: assemble, battery battery pack, benefit, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor Copper, design criteria, evaluation fine motor skills, fit for purpose Form, function, gross motor skills Insulator, LED, user

Impact: Children design a steady hand game of their own according to their design criteria, using four different perspective drawings.

RE

Intent: What is the best way for a Muslim to show commitment to God?

SEQUENCE OF LESSONS

1. Decide on 3 key ingredients needed for commitment
2. Recap on the five pillars of Islam. Children to discuss ways in which prayer shows commitment to God
3. Explain that the third pillar of Islam is Zakah - giving money to charity. Children to write down why they think Muslims are required to give to charity.
4. Explain that the fourth pillar of Islam is 'Sawm'. Children to look at Ramadan and to understand why Muslims fast.
5. Children to write their answers to the following questions: In which ways do Muslims show their commitment to God?
6. Children think back to the commitments they have in their own lives

Key Vocabulary: Shahadah, Salat, Zakah, Pilgrimage, Hajj, Ummah, Eid-ul-Adha, Holy Qur'an

Impact: Children understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

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PSHE

Intent: Children learn to set goals and discuss their fears and worries about the future. They learn about their rights and responsibilities and the choices they make.

SEQUENCE OF LESSONS

1. I can identify my goals for this year, understand my fears and worries about the future and know how to express them
2. I know that there are universal rights for all children but for many children these rights are not met
3. I understand that my actions affect other people locally and globally
4. I can make choices about my own behaviour because I understand how rewards and consequences feel.
5. I understand how an individual's behaviour can impact on a group
6. I understand how democracy and having a voice benefits the school community

Key Vocabulary: Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy

Impact: Children learn about behaviour, rewards and consequences. They learn about their right and responsibilities.

Computing

Intent: Children to be able to turn a more complex programming task into an algorithm

SEQUENCE OF LESSONS

- 1 and 2. Designing and Writing a More Complex Program
3. Introducing Functions
4. Using user input
5. Flowcharts and Control Simulations
6. Using 2Code to make a text-based Adventure

Key Vocabulary: algorithm, computer code, computer command, decompose, import (software), indentation (programming), loop, nested loop, random numbers, variable

Impact: Children can then use their design to write a program using 2Code

PE

Intent: To perform a variety of floor and vault movements. Children will be required to work as part of a team, to solve a range of different problems that focus on collaboration and effective communication

SEQUENCE OF LESSONS

1. To accurately perform a cat leap full turn and a stag leap
2. To accurately perform a dive forward roll and a pike backward roll.
3. To accurately perform a straddle over vault.
4. To perform a series of similar movements in quick succession, linked together to form a sequence.
5. To work in a large group to choreograph and perform a gymnastics routine in time to music.
6. Environmental issues-To combine movements to create a fluent sequence.

Key Vocabulary: align, balance, base, control, compose, flight, leap, precision, flight, sequence

1. To work systematically and as part of a team to solve a range of problems
2. To demonstrate positivity, perseverance and effective teamwork when completing a range of challenges
3. To use a range of communication methods effectively during problem solving activities and challenges.
4. To demonstrate effective leadership skills. To work together effectively to achieve a common goal.
5. To work effectively with others to complete a range of challenges. To work effectively with others to plan and carry out a game
6. To compete in a timed orienteering team relay event. To work as part of a team to design a themed orienteering course.

Key Vocabulary: evaluating, cooperation, challenge control point, verbal, communication, systematically Adventure, teamwork, physical activity, navigate/ Navigation, solution, strategy, perseverance, course non-verbal, communication, problem-solving, competition, leadership, orienteering

Impact: Children perform recognisable movements, describe how their performance has improved over the lesson and link a series of different movements together to form a short routine. children will work as part of a team, to solve a range of different problems that focus on collaboration and effective communication, testing their levels of perseverance as well as leadership skills.

Music

Intent: To recognise the style indicators of soul music and compose their own piece

SEQUENCE OF LESSONS

1. Appraise the song Happy by Pharrell Williams and investigate soul music.
2. Appraise Top Of The World sung by The Carpenters . Play instruments to Happy and perform the song.
3. Appraise Don't Worry Be Happy sung by Bobby McFerrin. Improvise with instruments to Happy.
4. Appraise Walking On Sunshine sung by Katrina And The Waves. Perform with instruments and sing Happy
5. Appraise When You're Smiling sung by Frank Sinatra. Choose what you perform today. Start to prepare for the end-of-unit performance
6. Appraise Love Will Save The Day sung by Brendan Reilly. Prepare for the end-of-unit performance.

Key Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo

Impact: Children can recognise the style indicators of soul music and Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.