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Description automatically generated**Newquay Junior Academy - Autumn Sequence - Year 6**

**‘VICTORIANS’**

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| **SCIENCE**  **Prior knowledge…** Understand there is a variety of life on Earth and know that some animal’s differences are important to their survival. Know how animals and plants reproduce and how fossils form over time |  | **COMPUTING – FIRST HALF TERM**  **Prior knowledge…** Computing Systems and Network –  Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners take part in a collaborative online project with other class members and develop their skills in working together online. |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  Programming A—Pupils use **physical computing** to explore the concept of selection in programming using the **Crumble** programming environment. Pupils are introduced to a **microcontroller** (Crumble controller) and learn how to **connect and program components**. Pupils are introduced to **conditions as a means of controlling the flow of actions**and explore how these can be used in **algorithms and programs with an input device** (push switch). Pupils make use of their knowledge **of repetition and conditions** when **introduced to the concept of selection**(through the ‘if... then...’ structure) and **write algorithms and programs**that utilise this concept. Pupils design and **make a working model of a Mars Rover** that incorporates their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. |  |
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| **INTENT**  Pupils will gain an understanding into how humans and other animals evolve and adapt over time as well as how fossils are formed. |  | **INTENT**  Pupils will learn about the World Wide Web as a communication tool. They learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They investigate different methods of communication, before focusing on internet-based communication. |  | **INTENT**  Pupils will explore the concept of **variables** in programming through games in Scratch. Pupils learn what variables are and relate them to real-world examples of values that can be set and changed. Pupils use variables to **create a simulation of a scoreboard**. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, **experiment with variables in an existing project**, then modify them, then they **create their own project**. In Lesson 4, pupils **focus on design**. In Lesson 6, pupils apply**their knowledge of variables and design to improve their game** in Scratch. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, Variation, Inherited, Environmental, Mutation, Competition, Survival of the Fittest, Evidence,  Life cycles have evolved to help organisms survive to adulthood.  Over time the characteristics that are most suited to the environment become increasingly common.  Organisms reproduce and offspring have similar characteristic patterns.  Variation exists within a population (and between offspring of some plants) |  | **VOCABULARY/STICKY KNOWLEDGE**   Search engine, result ranking, internet-based communication. |  | **VOCABULARY/STICKY KNOWLEDGE**  Variables, use-modify-create, Scratch |  |
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| **SEQUENCE OF LESSONS**  1 - To understand and explain the key ideas of the theory of evolution.  2 - To explain the scientific concept of inheritance.  3 - To demonstrate understanding of the scientific meaning of adaptation.  4 - To identify the key ideas of the theory of evolution.  5 - To examine the evidence demonstrating how plants have evolved.  6 - To understand how human beings have evolved. |  | **SEQUENCE OF LESSONS:**  1. To demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.  2. To identify how to use a search engine  3. To describe how search engines select results  4. To explain how search results are ranked  5. To recognise why the order of results is important, and to whom  6. To recognise how we communicate using technology  7. To evaluate different methods of online communication |  | **SEQUENCE OF LESSONS:**  1.To define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news).  2. To define a ‘variable’ as something that is changeable  3. To explain why a variable is used in a program  4. To choose how to improve a game by using variables  5. To design a project that builds on a given example  6 .To use my design to create a project  7. To evaluate my project |  |
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| **OUTCOME/COMPOSITE**  Pupils will have practically investigated how evolution and inheritance occurs. They will create their own timelines to show the evolution of animals as well as using photographs to compare traits they have inherited from their parents. |  | **OUTCOME/COMPOSITE**  Pupils will evaluate which methods of internet communication to use for particular purposes. |  | **OUTCOME/COMPOSITE**  Pupils will design and improve a game of their own design in Scratch. |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge...** This half term of RE will draw on children’s understanding of Christianity from  KS1, Y3, Y4 and Y5  Y3 (Units L2.1, L2.2 & L2.5)  Y4 (Units L2.3, L2.4, & L2.6)  Y5 (Units U2.2, U2.3 & U2.4). |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...** This half term of RE will draw on children’s understanding of Christianity and non-religious views (Humanism) covered in KS1, Y3, Y4, Y5 and Y6 Autumn 1.  Y3 (Units L2.1, L2.2 & L2.5)  Y4 (Units L2.3, L2.4 & L2.6)  Y5 (Units U2.2, U2.3 & U2.4).  Y6 (Unit U2.1) |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge…** Apply skills in game situations in small sided games. Evaluate performance and implement strategies. |  |
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| **INTENT**  Key Question: What does it mean if Christians believe God is holy and loving? (God) |  | **INTENT**  Christianity and non-religious (Unit U2.11)  Key Question: Why do some people believe in God and some people not? (Christians, non-religious) |  | **INTENT**  In FOOTBALL, pupils will apply and develop fundamental skills learnt in Years 3, 4 and 5 in a football specific context. To understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  God: the all-powerful and all-loving being that Christians believe created the world and everything in it  Holy: God is morally pure and hates sin – God is separate from human beings who are sinful.  Loving: God wants the very best for human beings and does a lot to care for them.  Omnipotent: God is all-powerful (unlimited power)  Omniscient: God knows all things (knowing everything)  Prayer: A spiritual communication with God.  Eternal: God created time and is not limited by it – God does not get old like human beings |  | **VOCABULARY/STICKY KNOWLEDGE**  **Humanist:** A person who does not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.  **God:** The all-powerful and all-loving being that Christians believe created the world and everything in it.  **Theist:** A person who believes in the existence of a god or gods.  **Atheist:** Not believing in any gods or deities  **Agnostic:** Some people who call themselves "agnostic" say that it is not possible for anyone ever to know if there are any deities or not. |  | **VOCABULARY/STICKY KNOWLEDGE**  Passing. Dribbling. Accuracy. Control. Strategy. ‘Drawing’ the defender. Communication. Spatial awareness |  |
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| **SEQUENCE OF LESSONS**  1. To explain connections  between biblical texts and Christian ideas of God.  2. To explain connections  between biblical texts and Christian ideas of God.  3. To explore what cathedrals show about God  4. To reflect on Christian, Humanist and my own guidelines for living life.  5. To understand what it means if Christians believe God is holy and loving? |  | **SEQUENCE OF LESSONS:**  1. To explore why some people believe in God and others don’t.  2. To compare the sources of authority of Christians with some non-religious sources.  3. To explore some reasons why people do or do not believe in God  4. To recall and build on learning to explore how and why Christians still believe in God in an age of science.  5. To explore what impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? |  | **SEQUENCE OF LESSONS:**   1. To acquire and develop skills to control the ball whilst on the move. 2. To be able to receive the ball with control and pass the ball with accuracy. 3. To understand what you need to consider to make the ‘right’ decision under pressure. 4. To understand how you can be effective in shooting by making an informed decision depending on the position of defenders and GK. 5. To evaluate strategies used and reflect on how you can be more effective ‘next time’.   To be able to evaluate and improve individual and team performances. |  |
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| **OUTCOME/COMPOSITE**  Pupils to produce a poster/booklet to summarise evidence of how Christians believe God to be holy and loving. |  | **OUTCOME/COMPOSITE**  Pupils to summarise/compare belief in God from the point of view of Christians and non-religious (Could be linked to Humanism in Year 5). |  | **OUTCOME/COMPOSITE**  Pupils will be able to apply the skills they have learnt in small-sided games with an understanding of the rules of the game. |  |

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| **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…** to be able to apply skills in game situations in small sided games. Evaluate performance and implement strategies |  | **PSHE – FIRST HALF TERM**  **Prior knowledge…**  Understand how democracy and having a voice benefits the school community and know how to participate in this. |  | **PSHE – SECOND HALF TERM**  **Prior knowledge…**be aware of their own feelings towards people from different cultures. |  |
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| **INTENT**  In GYMNASTICS, pupils will acquire and develop key skills and linking actions that will assist them in performing of fluid movement patterns and sequences. They will understand how to safely perform partner balances in an aesthetically pleasing way. These skills will continue to develop a solid foundation to underpin their future learning. |  | **INTENT**  Pupils will learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. |  | **INTENT**  Pupils will  • Know that there are different perceptions of ‘being normal’ and where these might come from  • Know that being different could affect someone’s life |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Travel, Counter-balance, Counter-Tension, Sequence, Feedback, Canon, Unison, Apparatus, Tension, Extension. |  | **VOCABULARY/STICKY KNOWLEDGE**  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.  • Understand the rights and responsibilities associated with being a citizen in the wider community and their country |  | **VOCABULARY/STICKY KNOWLEDGE**  Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness.  · Know that people can hold power over others individually or in a group  · Know that power can play a part in a bullying or conflict situation  · Know that difference can be a source of celebration as well as conflict. |  |
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| **SEQUENCE OF LESSONS:**   1. To perform different types of travel. 2. To know the difference between ‘counter balance’ and ‘counter tension’. 3. To apply Partner balances in to a fluent sequence. 4. To travel and move on all the apparatus in a safe way.   To apply travel and partner balances in a sequence. |  | **SEQUENCE OF LESSONS:**  1. To think about my year ahead  2. To discuss the concept of being a global citizen  3. To develop our understanding of being a Global Citizen 2  4.The Learning Charter  5.To discuss and develop our class ’Learning Charter’ |  | **SEQUENCE OF LESSONS:**  1. To consider the question: Am I Normal?  2. To develop an understanding of difference  3. To discuss power struggles within a group  4. To consider the question: Why do people bully?  5. To discuss why we celebrate difference. |  |
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| **OUTCOME/COMPOSITE**  Pupils will understand the concept of travel and perform different types of travel. Pupils will be able to perform a variety of partner balances in a safe and controlled manner. They will be able to develop these balances into a sequence and apply them on different apparatus. |  | **OUTCOME/COMPOSITE**  Pupils understand how an individual’s behaviour can impact on a group |  | **OUTCOME/COMPOSITE**  Pupils are able to talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. |  |

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| **DESIGN TECHNOLOGY**  **Prior knowledge...**   * Understand how beef gets from the farm to our plates. * Present a subject as a poster with clear information in an easy to read format. * Contribute ideas as to what a ‘healthy meal’ means. * Notice the nutritional differences between different products and recipes. * Recognise nutritional differences between two similar recipes and give some justification as to why this is. * Work as a team to amend a bolognese recipe with healthy adaptations. * Follow a recipe to produce a healthy bolognese sauce. * Design packaging that promotes the ingredients of the bolognese. |  | **MUSIC**  **Prior knowledge…**  A semibreve is a 4 beat note.  A minim is a 2 beat note.  A crotchet is a 1 beat note.  A semibreve rest is a 4 beat rest.  A minim rest is a 2 beat rest.  A crotchet rest is a 1 beat rest.  A duet is a musical composition in two equal parts.  Where C, D, E, F and G are on the stave. |  | **TRIPS & VISITORS:**   * **Visit around Newquay (Impact of tourism)** * **Guest speaker from Old Newquay Society.** |  |
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| **INTENT**  Pupils will design and make a mince pie. |  | **INTENT**  Pupils will listen to and appraise the song ‘You’ve Got A Friend’ by Carole King. Learn, read, play the notes E, G, A , C and D to compose and perform their own songs.  They will learn instrumental parts and sing ‘You’ve Got a Friend’. |  |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Consistency, crumb, pastry, chill, glazing, dusting, traditional, texture, aesthetics**.** |  | **VOCABULARY/STICKY KNOWLEDGE**  Scale, texture, notation  · A scale is a sequence of notes ordered by pitch  · Texture means the overall sound of a piece of music.  · Conventional notation uses staves and note heads, and is what most musicians follow and use when reading music. |  | **READING OPPORTUNITIES ACROSS THE CURRICULUM:**    Oliver Twist      A Christmas Carol |  |
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| **SEQUENCE OF LESSONS:**  **Research**   1. 1. To research the origin of mince pies and to compare how the recipe and ingredients have changed over the years.   **Designing**  2. To develop a simple design specification by deciding on user group, ingredients/ spices, decoration and what might accompany the mince pies. To generate design ideas through discussion and detailed annotated sketches.  **Making**  3. To follow a set of instructions (recipe) independently one step at a time. To use the appropriate tools and equipment to measure, cut, roll and decorate accurately.  **Testing and Evaluating**  4.To carry out a peer taste test against the following criteria: texture, aesthetics, smell and taste. To evaluate their mince pies against their design specification. |  | **SEQUENCE OF LESSONS:**   1. 1. To listen and learn to sing ‘You’ve Got a Friend’ by Carole King. 2. 2. To use the notes B, A and G to accompany ‘You’ve Got a Friend’. 3. 3. To understand the difference in texture of two songs. 4. 4. To improvise using own rhythm and melody. 5. 5. To revisit and embed playing and improvising skills from previous lessons. 6. 6. To perform ‘You’ve Got a Friend’ showing understanding of knowledge and skills. |  |  |
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| **OUTCOME/COMPOSITE**  Pupils will make their own mince pies taking into consideration the old and new recipes. |  | **OUTCOME/COMPOSITE**  Pupils will have an appreciation for Carole King’s music. They will learn to recognise and play music with texture. They will play and sing the song ‘You’ve Got A Friend’ following notation. |  |  |

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| **HISTORY**  **Prior knowledge** will have learnt about the Victorian practices in the History of Medicine.    Victorians and Local History |  | **SPANISH**  **Prior knowledge…**Remember and use simple nouns, adjectives, and verbs with simple conversations from the Year 3, 4 and 5 sections from the Spanish VLE. |  | **ART**  **Prior knowledge…** People have always embellished their home, Victorian era saw beginning of mass production.  Printing creates repeated pattern. Clay and easiprint can be used to make imprinted motifs. |  |
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| **INTENT**  Pupils will investigate the development of their locality through the Victorian era |  | **INTENT**  Pupils will talk about feelings in Spanish and be able to talk about themselves.  Tell the time.  Understand simple Spanish stories.  Name rooms in a house and understand how to say what job they’d like to do. |  | **INTENT**   Pupils will investigate the artwork and motifs of William Morris (great designer from history) They will develop sketching and designing techniques, from natural sources, to create a repeating (possibly symmetrical) pattern for use on interiors such as tiles and wallpaper. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Railways, steam trains, chalk and talk, dunce’s hat, stamps, Education Act 1870, cane, chalk and slate |  | **VOCABULARY/STICKY KNOWLEDGE**  **Que hora es?**  **A que hora te levantas? Me levanto a las…**  **A que hora a …?**  **Esta es mi casa. Me casa tiene…**  **Vivo en un piso. Es grande/ pequeno.**  **Necesito…**  **Algo mas?** |  | **VOCABULARY/STICKY KNOWLEDGE**  Textile designer, Arts and Crafts Movement, motif, reflect, symmetrical, translate, rotate, primary source, secondary source, design process, interior design.  William Morris belonged to the Arts and Crafts Movement: the importance of nature as inspiration in interior design.  Morris used natural objects as his inspiration for his designs.  His patterns incorporated repeating patterns (translations), reflections and rotations |  |
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| **SEQUENCE OF LESSONS:**   1. What do primary source tell us about Victorian life? 2. What can we learn about Queen Victoria? 3. What impact did the arrival of the steam train have on Newquay? 4. How much of our education experiences can possibly be influenced by the Victorians? |  | **SEQUENCE OF LESSONS:**   1. To recall phrases to describe my feelings 2. To remember words and phrases and school subjects and opinions 3. To remember and use numbers to 60. 4. To understand o’clock time phrases. 5. To talk about my daily routine. 6. To answer questions about my daily routine. 7. I can understand the nouns for rooms in a house. 8. To read and understand simple descriptions of rooms in a house. 9. To write descriptive sentences using colour and size. 10. To recognise familiar and unfamiliar nouns. |  | **SEQUENCE OF LESSONS:**  1. To explore the role and impact of William Morris. Recording, copying and imitating Morris’ artwork into own sketchbook  2. To apply simple use of pattern and texture in sketches and develop to a design. Challenge. Either  \*create a 2 or 4 ways symmetrical pattern or  \*create repeating patterns that join.  3. To create clay slab tiles using a relief or impress method.  Optional: Transfer design onto a print-block to print in session 4.  4. To create repeating patterns, using Photoshop in ICT.  Use more specific colour language and select colour palette for finished piece.  5. To adapt their work: paint their tiles with chosen colour palette.  6. To evaluate and reflect. |  |
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| **OUTCOME/COMPOSITE**  Pupils will create a Victorian trail around Newquay using Len Sheppard from Newquay Museum. |  | **OUTCOME/COMPOSITE**  Pupils will label the clock phrases (have displayed in the classroom). |  | **OUTCOME/COMPOSITE**  Pupils will create a single square, clay tile with and design inspired by Morris. It will be painted and sealed and displayed with all class work. Optional printing block will create a repeating wallpaper motif. |  |
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