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

**‘Blitz and Bombs- WW2’**

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| **SCIENCE**  **Prior knowledge...**  Describe the changes as humans develop to old age.  **Electricity**  Pupils will have an understanding of a simple circuit and how it works. |  | **COMPUTING – FIRST HALF TERM**  **Prior knowledge…**  This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others. |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  Pupils should have knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 unit ‘Photo editing’ where composition is introduced and the Year 3 unit ‘Stop-frame animation’ where pupils explored some of the features of video production. By the end of this unit, pupils will have developed the skills required to plan, record, edit, and share a video. |  |
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| **INTENT**  Animals including humans  Pupils will be able to label the internal organs of the human body and explain their function. They will be able to explain how the human heart works and the impact of exercise. Pupils will be able to explain how muscles work.  Electricity  Pupils will be able to use circuit boards confidently. They will be able to use their knowledge of electrical circuits to design and make a lighthouse. |  | **INTENT**  Pupils will be introduced to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Pupils will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Pupils will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Pupils will use spreadsheets to plan an event and answer questions. Finally, pupils will create graphs and charts, and evaluate their results in comparison to questions asked. |  | **INTENT**  Pupils will be introduced to creating websites for a chosen purpose. Pupils identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, pupils pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.  It is recommended that pupils use laptop or desktop computers for this unit of work. The unit has been based on the use of [Google Sites](https://workspace.google.com/products/sites/), which is free to use with any Google account. If your school uses the free [Google Workspace for Education](https://edu.google.com/edu), your Google administrator can create accounts for pupils and also ensure that the Google Sites feature is enabled. If you don’t have a school Google Workspace account, your school may choose to set one up or you may opt to create individual Google accounts for your pupils to use. Whichever option you choose, it should be in line with your school’s policies. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Animals including humans - Oxygenated, Deoxygenated, Valve, Exercise, Respiration Circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, water, oxygen, alcohol, drugs, tobacco.The heart pumps blood around the body.  Oxygen is breathed into the lungs where it is absorbed by the blood.  Muscles need oxygen to release energy from food to do work. (Oxygen is taken into the blood in the lungs; the heart pumps the blood through blood vessels to the muscles; the muscles take oxygen and nutrients from the blood.)  Electricity –  Buzzer, cell, circuit, conductor, insulator, current, motor, switch, voltage  A circuit needs a power source and needs to be complete in order to successfully work.  The flow of electricity around a circuit can be controlled by a switch.  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit |  | **VOCABULARY/STICKY KNOWLEDGE**    Spreadsheet, dataset, table, cells, formula, duplication. Charts, |  | **VOCABULARY/STICKY KNOWLEDGE**  HTML, layout, fair use, copyright, website structure, navigation path, hyperlink, content. |  |
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| **SEQUENCE OF LESSONS:**  **Animals including humans**  **Operation ouch** [**BBC iPlayer - Operation Ouch! - Series 3: 2. We Heart the Heart!**](https://www.bbc.co.uk/iplayer/episode/b05235my/operation-ouch-series-3-2-we-heart-the-heart)  1. To explain the function of internal organs.  2. To explain the structure and function of the human heart.  3 .To explain the impact of exercise on the human heart.  4. To explain how muscles work.  **Electricity**   1. To recognise and draw circuit symbols. 2. To know the difference between a series and a parallel circuit. 3. To design a circuit using recognised symbols.   To use knowledge of electrical circuits to design and make a lighthouse. |  | **SEQUENCE OF LESSONS:**  1.To describe the difference between online misinformation and dis-information  2. To identify questions which can be answered using data  3. To explain that objects can be described using data  4. To explain that formulas can be used to produce calculated data  5. To apply formulas to data, including duplicating  6. To create a spreadsheet to plan an event  7. To choose suitable ways to present data |  | **SEQUENCE OF LESSONS:**  1.To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.  2. To review an existing website and consider its structure  3. To plan the features of a web page  4. To consider the ownership and use of images (copyright)  5. To recognise the need to preview pages  6. To outline the need for a navigation path  7. To recognise the implications of linking to content owned by other people |  |
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| **OUTCOME/COMPOSITE**  Pupils will make their own heart using craft materials.  Electricity  Pupils will design and make their own working lighthouse (links top DT) |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of data, and teaches them how to organise and modify data within spreadsheets. |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing. |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge…** This term of RE will draw on children’s understanding of **Christianity** covered in **Y3, Y4. Y5** and **Y6.**  **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** (Units U2.1 & U2.11) |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...** This half term of RE will draw on children’s understanding of **Judaism** covered in **KS1** and **Y4.**  **Y4** (Unit L2.10) |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge**… It’s important to warm up at the beginning of exercise to prepare the body for being active.  Understand what happens to their body when they do a warm-up.  Know how to measure heart rate and see how it reacts to different types of exercise.  Be able to find their pulse with their fingers to record their HR.  Which foods are ‘sugar smart’ (Sugar Smart Training from Cornwall Healthy Schools) which is delivered in Wellness Week. |  |
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| **INTENT**  **Christianity (Unit U2.5)**  **Key Question: What do Christians believe**  **Jesus did to save people? (Salvation)** |  | **INTENT**  Judaism (Unit U2.9)  Key question: Why is the Torah so important to Jewish people? |  | **INTENT**  In HEALTH-RELATED EXERCISE, pupils will build on knowledge learnt in the classroom and during Warm –Ups in PE lessons. Students will understand how to lead a healthy and active lifestyle and understand the importance of doing so. They will learn about how their body responds to exercise. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Sacrifice:** a loss or something you give up, usually for  the sake of a better cause.  **Salvation:** The word we use to talk about how Jesus  saves us is called salvation. It’s just a fancy word that  means we’re made right with God.  **Incarnation:** The Christian belief that God took human  form by becoming Jesus. Incarnation literally means ‘to  take on flesh’.  **Resurrection:** In the Christian religion, Jesus Christ's return  to life on the third day after his death, or the return of all people to life at the end of the world.  **Holy communion:** Communion means, simply, 'togetherness' and this is a ritual to show the togetherness of Christians and God. The Last Supper was Jesus' last meal before he died and he shared two signs with his followers: Bread as a symbol for his body being broken, and wine as a symbol for his blood being spilled when he was crucified.. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Torah:** The Jewish holy book, written in Hebrew.  **Ark:** The place where the Torah is kept in a synagogue.  **Menorah**: A sacred candelabrum with seven branches.  **Hanukkah:** A Jewish festival which takes place in December.  **Star of David:** The main Jewish symbol.  **Synagogue:** The Jewish place of worship.  **The Sabbath**: The holy day for Jews. |  | **VOCABULARY/STICKY KNOWLEDGE**    Warm up, Heart Rate, Pulse, Components of Fitness, Fitness test, Circuits |  |
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| **SEQUENCE OF LESSONS:**  1. To identify and consider key aspects of the  events leading up to Jesus’ death.  2. To consider who was responsible for Jesus’  death and why Christians believe it was a sacrifice.  3. To explore why Christians celebrate Holy Communion.  4. To explore the concept of sacrifice and weigh up its value and impact today.  5. To weigh up the value and impact  of ideas of sacrifice in their own  lives and the world today. |  | **SEQUENCE OF LESSONS:**  1. To question what we know about Judaism and research Jewish communities.  2. To discuss the Torah and ask why it is important to Jewish people.  3. To discuss Kosher food.  4. To understand the significance of Moses and the 10 commandments.  5. To understand the significance of the Jewish festival Shabbat. |  | **SEQUENCE OF LESSONS:**  1. To understand how the food and drink we consume affects our body.  2. To identify different fitness components and perform some basic fitness tests.  3. To understand the concept of a ‘circuit’ and perform the activities with the correct technique.  4. To understand how to access a fitness video from home, take part in an online session and evaluate it.  5. To participate in a HITT workout and understand the concept of HITT.  6. To re-do fitness tests from week two and see if any improvement has been made. Evaluate learning. |  |
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| **OUTCOME/COMPOSITE**  Pupils to reflect on the sacrifices made by Jesus to make the world a better place, and think about what small things they could do, to make their own lives and world a better place – poster. |  | **OUTCOME/COMPOSITE**  Pupils to present their understanding of the Torah and why it is so important to Jewish people (Poster, drama, ICT). |  | **OUTCOME/COMPOSITE**  Pupils will know how the food and drink they consume affects their body. They will be able to identify healthy and unhealthy foods. They will know why it’s important and how to stay fit and healthy. |  |

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| **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge**… Be able to identify sports that are invasion games.  Understand how to work as a team to achieve the desired outcome.  Understand the concept of ‘attack’ and ‘defence’.  Be able to evaluate our team performance and suggest ways to improve.  Be able to explain and demonstrate the importance of space and position.  Be able to explain that they need to have their eyes and hands ‘ready’ to be successful at catching.  . |  | **PSHE – FIRST HALF TERM**  **Prior knowledge**... Know the types of job they might like to do when they are older |  | **PSHE – SECOND HALF TERM**  **Prior knowledge...**   * Know basic emergency procedures including the recovery position * Know how to get help in emergency situations * Know that the media, social media and celebrity culture promotes certain body types |  |
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| **INTENT**  In BASKETBALL, pupils will apply and develop fundamental skills learnt in Years 3, 4 and 5 in a basketball 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. |  | **INTENT**  Pupils will talk about their own strengths and further stretching themselves by setting challenging and realistic goals; discuss the learning steps they’ll need to take as well as talking about how to stay motivated. |  | **INTENT**  **Pupils will** discuss taking responsibility for their own physical and emotional health and the choices linked to this; talk about different types of drugs and the effects these can have on people’s bodies; discuss exploitation as well as gang culture and the associated risks |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Invasion game, chest pass, bounce pass, shoulder pass, double dribble, travel, set shot, three-man weave |  | **VOCABULARY/STICKY KNOWLEDGE**  Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.  · Know their own learning strengths  · Know what their classmates like and admire about them  · Know a variety of problems that the world is facing  · Know some ways in which they could work with others to make the world a better place |  | **VOCABULARY/STICKY KNOWLEDGE**  Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health,   Know how to take responsibility for their own health   Know what it means to be emotionally well   Know how to make choices that benefit their own health and well-being |  |
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| **SEQUENCE OF LESSONS:**  1. To acquire skills to dribble with the correct technique.  2. To acquire skills to perform a chest, bounce and shoulder pass and explore the 3-man weave.  3. To apply skills in small sided games.  4. To acquire skills to perform the ‘defence’ position and be able to apply it in a game situation.  5. To develop an understanding of the basic rules and apply skills in games in line with the rules.   6. To understand the concept of ‘attack’ and ‘defence’ and the use of ‘strategies’ within games. Apply all skills learnt. |  | **SEQUENCE OF LESSONS:**  1. To identify personal learning goals  2. To identify steps to success  3. To consider my dream for the world  4. To discuss how we can help to make a difference  5. To consider steps to making a difference |  | **SEQUENCE OF LESSONS:**  1. To develop strategies that help me to taking responsibility for my health and well-being   2. To develop their understanding of the health implications of taking drugs   3. To discuss the concept of exploitation   4. To discuss why people join gangs   5. To discuss our emotional and mental health. |  |
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| **OUTCOME/COMPOSITE**  Pupils will be able to perform the three types of passes and dribble with a sound technique. They will understand what the ‘defence’ position is. Pupils will be able to play small sided games in line with the rules. |  | **OUTCOME/COMPOSITE**  **Pupils:**   * **k**now their own learning strengths * know how to set realistic and challenging goals * know what the learning steps are they need to take to achieve their goal |  | **OUTCOME/COMPOSITE**  **Pupils:**   * **k**now how to take responsibility for their own health * know how to make choices that benefit their own health and well-being * know that some people can be exploited and made to do things that are against the law |  |

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| **DESIGN TECHNOLOGY**  **Prior knowledge...**  **Pupils can:**  A structure is something which stands, usually on its own.  The strength of structures can be affected by the shapes used.  Forces can change the shape of objects, they can also make objects begin to move, speed up or slow down.  I can measure, saw and join wood accurately. |  | **MUSIC**  **Prior knowledge…**  **Theme and Variations (Theme: Pop art)**   * Songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. * ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. * Major chords create a bright, happy sound.   Poly-rhythms means many rhythms played at once. |  | **‘Blitz and Bombs- WW2’** |  |
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| **INTENT**  **Pupils will:**  **Understand the historical significance of an Anderson shelter, including how they were constructed and what materials they were made from. Children will research, design and make their own air raid shelter selecting from arrange of materials. Pupils will carry out a series of tests in order to evaluate the effectiveness of their shelter.** |  | **INTENT**  To explore and perform rhythms within a group and to identify instrument within their section of the orchestra. |  |  |
|  |  | VOCABULARY/STICKY KNOWLEDGE |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  **Anderson Shelter, Construction, structure, Strength, Compressive force, Resist, Sheet metal**  **,Corrugated metal, Steel, Iron , rust, Galvanized/ galvanization , Modelling/ prototypes, Tin snips**  **File, Wet and dry paper** |  | **VOCABULARY/STICKY KNOWLEDGE**  3/4 time, 4/4 time, accidentals, body percussion,  diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind   * A ‘theme’ is a main melody in a piece of music. * ‘Variations’ in music are when a main melody is changed in some way throughout the piece. * ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten.   Representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. |  |  |  |
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| **SEQUENCE OF LESSONS:**  **Lesson 1: Research**  To understand the significance of the Anderson Shelter and how they were made.  **Lesson 2: Design**  To design their own shelter following a strict specification and drawing on their understanding of structures.  **Lesson 3: Making**  To construct an air raid shelter selecting the most appropriate materials and tools for the job.  **Lesson 4: Testing and evaluating.**  To carry out a series of tests to test their shelter and suggest improvements. |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Pop Art and music**  To explore the musical concept of theme and variations.  **Lesson 2: The Young Person’s Guide to the Orchestra**  To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’.  **Lesson 3: Learning the theme**  To use complex rhythms to be able to perform a theme.  **Lesson 4: Exploring rhythms**  To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time  **Lesson 5: Picturing Pop Art**  To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. |  |  |
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| **OUTCOME/COMPOSITE**  **To have made a prototype of a robust aid raid shelter.** |  | **OUTCOME/COMPOSITE**  Perform rhythms confidently either on their own or in a group and perform to the rest of their class. |  |  |

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| **HISTORY**  **Prior knowledge…** Pupils will have learnt about the Victorians in the locality  World War II |  | **SPANISH**  **Prior knowledge…** remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  | **ART**  **Prior knowledge…** Primary colours are red, blue and yellow. Pupils will need to have had experience of WW2 Blitz images to produce artwork to represent this: Flambards visit, Historical image research etc... |  |
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| **INTENT**  Pupils will learn about the impact of the Second World War and the Impact of the Home Front |  | **INTENT**  Pupils will say and write nouns for sports. Can express a like or dislike of a sport. Can say and write a simple description of a sport  They will create a simple mindfulness script using senses verbs. Can recall familiar core language. Can participate in short sketches using familiar language. |  | **INTENT**  Pupils will explore the artwork of Roy Lichtenstein, observe his techniques closely and then take inspiration from his style and apply this to create their own original artwork.  They will experiment with different drawing and painting techniques to create these images. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Anderson shelter, blackout, Blitz, evacuee, Kristallnacht, Nazis, rations, star of David, swastika |  | **VOCABULARY/STICKY KNOWLEDGE**  El cricket- cricket  El tenis- tennis  El fútbol - football  El baile - dance  El baloncesto- basketball  La gimnasia- gymnastics  La hípica- horse riding  La natación- swimming  rápido - fast  aburrido- boring  Interesante - interesting  difícil – difficult  elegante-elegant  es bueno para mi salud- it’s good for my health  ¿Te gusta….?- do you like..?  Me gusta….porque es… I like ..,because it’s  No me gusta….. porque es….I don’t like it because it’s ….  juego-I play  juegas- you play  juega- he/she plays.  jugamos-we play  jugaís- you play  juegan- they play  Me llamo .. – I am called  Tengo ……años- I am …. years old  Mi apellido es …- My surname is …  Soy de … I come from  Vivo en….- I live in….  Tengo un hermano- I have a brother  Tengo una hermana- I have a sister  se llama – who is called  Me gusta /me gustan- I like  No me gusta/ no me gustan …I don’t like  Mi animal favorito es …. My favourite animal is  Mi libro favorito - my favourite book  Mis deportes favoritos son- my favourite sports are  ¿Cuál es tu deporte favorito? –What is your favourite sport? |  | **VOCABULARY/STICKY KNOWLEDGE**  Roy Lichtenstein became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects.  He became known as a ‘pop artist’ because he made art about popular, everyday things.  He mainly used the primary colours, using Ben Day dots and thick outlines in his work. Lichtenstein created his artworks from the 1960s, the war he depicted was the Korean War from 1950s. |  |
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| **SEQUENCE OF LESSONS:**   1. If the First World War was so horrific, why did Britain go to war again just 20 years later? 2. Why was it necessary for children to be evacuated? 3. How was Britain able to stand firm against the German threat? 4. Which objects should we show to explain how Britain coped with the effect of war on the Home Front? 5. Why is it so difficult to be sure what life was really like on the Home Front? 6. What were VE Day street parties really like? |  | **SEQUENCE OF LESSONS:**  1. To recall numbers and months  2. To recognise and understand familiar and unfamiliar nouns  3. To identify some parts of a verb in Spanish  4. To create opinions about a sport  5. To understand and write simple information about a sport  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. To write sentences using senses verbs  2. To create and perform a mindfulness script  3. To perform a magician’s sketch in another language  4. To write my favourite words in French  5. To perform a superstar sketch  6. To perform! |  | **SEQUENCE OF LESSONS:**  1. To consider Lichtenstein and pop art style; comic print / ben day dots. Primary colours. Investigate by observing & drawing an example.  2. To identify all elements of his cartoon style pics. Style & language / names = US 1950s. Using line drawing only, pupils design and draw their own picture to depict elements of the Blitz: Air raid warden / evacuee etc with same elements but WW2 Britain names, scenes etc.  3. To colour own line drawing examples using primary colours, dots and black.  4 OPTIONAL, if time: To mount their own work in chosen interesting way (using limited palette)  5. Extension: To challenge pupils to create a collage using suitable dotty papers and a black sharpie to outline at the end.  6. To evaluate. |  |
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| **OUTCOME/COMPOSITE**  Pupils will visit museums in London during their residential. |  | **OUTCOME/COMPOSITE**  Pupils will perform in Spanish. |  | **OUTCOME/COMPOSITE**  Pupils will create a well observed copy of a Liechtenstein classic painting to appreciate his style. Then each child will create their own WW2 themed pop art picture, inspired by him. |  |
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