Castercliff Primary Academy – Medium Term Plan.

Year Group: 6	**Overarching Questions** **Science:** How can we group and classify these living things? **History:**	
Term: Autumn 2	**Topic Drivers:** Science and History	
Science: Electricity		**History:** Local History – Industrial Revolution
Art: Electrical systems (steady hand games)		**Music:** Dynamics, pitch and tempo
RE: Hindu Dharma		**PSHE:** Alcohol
Computing: Computing systems and networks		**MFL:** Calendar and celebrations
PE: Invasion Games (Creative Games); Health, Fitness and Wellbeing		
myHappymind	Celebrate	**Enrichment** Helmshore Mills Textile Museum
Class Novel	**English**	
Name and Author	**Text:** The Chronicles of Harris Burdick- Chris Van Allsburg	

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Week 1	**Subsidiary questions** **Science:** What do all complete circuits have in common?
Topic Driver knowledge & skills **Science** Can make electric circuits. Can interpret circuit diagrams which use recognised symbols. **History**	**Secondary Subject knowledge & skills** **RE** Discuss the special milestones that we might celebrate during a person's lifetime Discuss how our rights, responsibilities and relationships with others might change as we go through life **Music** **D&T** Investigate and analyse a range of existing products Develop design criteria to inform the design of innovative functional appealing products that are fit for purpose aimed at particular individuals or groups **Computing** Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. **PE** **MFL** I can say and write some colours
Vocabulary **Science**: circuit, complete circuit, circuit diagram, circuit symbol, battery, cell, bulb, motor, wire **History**:	**Vocabulary** **RE**: milestone, human experience, rights, responsibility, relationship **Music**: **D&T**: product, functional, appealing, design criteria **Computing**: code, cipher, scrambled **PE**:

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Week 2	**Subsidiary questions** **Science:** Which materials can I use to make a switch?
Topic Driver knowledge & skills **Science** Compare and give reasons for variations in how components function, including the on/off position of switches. Can incorporate a switch into a circuit to turn it on and off. Can draw circuit diagrams of a range of simple series circuits using recognised symbols. **History**	**Secondary Subject knowledge & skills** **RE** Analyse Hindu beliefs about Samsara, Karma and Moksha and how these are linked **Music** **D&T** Generate, develop and communicate their ideas through discussion and annotated sketches Evaluate their ideas against design criteria and consider the views of others to improve their work **Computing** To understand brute force hacking and the importance of having a secure password **PE** **MFL** I can say and write some days of the week
Vocabulary **Science**: complete circuit, switch, conductor, iInsulator **History**:	**Vocabulary** **RE**: Samsara, Karma, Moksha, Brahman, atman, karma, reincarnation, rebirth **Music**: **D&T**: annotated, product, functional, appealing, design criteria **Computing**: brute force hacking, combination, password, secure, trial and error **PE**:

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Week 3	**Subsidiary questions** **Science:** How can I make the buzzer louder?
Topic Driver knowledge & skills **Science** Can change cells and components in a circuit to achieve a specific effect. Can make electric circuits and demonstrate how variation in the working of particular components, such as the volume of a buzzer, can be changed by increasing or decreasing the number of cells or using cells of different voltages. Can predict results and answer questions by drawing on evidence gathered. Can communicate structures of circuits using circuit diagrams with recognised symbols. **History**	**Secondary Subject knowledge & skills** **RE** Explain how belief in reincarnation might affect the way in which a Hindu views the journey of life Explain how belief in reincarnation and the law of Karma might affect the way a Hindu lives **Music** **D&T** Model ideas through prototypes Select and use a wide range of tools and equipment to perform practical tasks Evaluate their ideas and products against design criteria and consider the views of others to improve their work **Computing** To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to advances in computing. To understand techniques required to create a presentation using appropriate software. **PE** **MFL** I can say and write some days of the week
Vocabulary **Science**: complete circuit, switch, buzzer, battery, wire, voltage **History**:	**Vocabulary** **RE**: Samsara, Karma, Moksha, Brahman, atman, karma, reincarnation, rebirth **Music**: **D&T**: prototype, net, product, functional, appealing, design criteria **Computing**: discovery, invention, technological advancement **PE**:

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Week 4	**Subsidiary questions** **Science:** How can I make the bulb brighter?
Topic Driver knowledge & skills **Science** Can change cells and components in a circuit to achieve a specific effect. Can make electric circuits and demonstrate how variation in the working of particular components, such as the brightness of a bulb, can be changed by increasing or decreasing the number of cells or using cells of different voltages. Can predict results and answer questions by drawing on evidence gathered. Can communicate structures of circuits using circuit diagrams with recognised symbols. **History**	**Secondary Subject knowledge & skills** **RE** Describe and explain the four ashramas (stages of life) in the life of a Hindu Explain how people might change as they move from one to the next Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama **Music** **D&T** Model ideas through prototypes Select and use a wide range of tools and equipment to perform practical tasks Evaluate their ideas and products against design criteria and consider the views of others to improve their work Understand and use electrical systems in their products **Computing** Learning about the history of computers and how they have evolved over time. Recognise the components of a computer and why they are important. Using the understanding of historic computers to design a computer of the future. **PE** **MFL** I can understand and remember some months of the year in French
Vocabulary **Science**: complete circuit, switch, bulb, battery, wire, voltage **History**:	**Vocabulary** **RE**: Ashrama, Samskaras, sacred thread ceremony, guru **Music**: **D&T**: prototype, wire, conductor, electrical, circuit, functional, appealing, design criteria **Computing**: CPU, GPU, hard drive, operating system, RAM, ROM **PE**:

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Week 5	**Subsidiary questions** **Science:** What will change the speed of the motor?
Topic Driver knowledge & skills **Science** Can change cells and components in a circuit to achieve a specific effect. Can make electric circuits and demonstrate how variation in the working of particular components, such as the speed of motors, can be changed by increasing or decreasing the number of cells or using cells of different voltages. Can devise ways to measure speed of motors during a fair test. Can draw circuit diagrams of a range of simple series circuits using recognised symbols. Can communicate structures of circuits using circuit diagrams with recognised symbols. **History**	**Secondary Subject knowledge & skills** **RE** Ask and respond thoughtfully to questions about their own journey of life Consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future **Music** **D&T** **Computing** To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed **PE** **MFL** I can read and write the date in French
Vocabulary **Science**: complete circuit, switch, motor, battery, wire, voltage **History**:	**Vocabulary** **RE**: influence, guidance, gratitude, commitment, responsibility **Music**: **D&T**: **Computing**: audio, software, background noise, script **PE**:

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Week 6	**Subsidiary questions** **Science:** What will change the speed of the motor?
Topic Driver knowledge & skills **Science** Can change cells and components in a circuit to achieve a specific effect. Can make electric circuits and demonstrate how variation in the working of particular components, such as the speed of motors, can be changed by increasing or decreasing the number of cells or using cells of different voltages. Can devise ways to measure speed of motors during a fair test. Can draw circuit diagrams of a range of simple series circuits using recognised symbols. Can communicate structures of circuits using circuit diagrams with recognised symbols. **History**	**Secondary Subject knowledge & skills** **RE** **Music** **D&T** **Computing** **PE** **MFL** I can understand and use some Christmas-related vocabulary
Vocabulary **Science**: complete circuit, switch, motor, battery, wire, voltage **History**:	**Vocabulary** **RE**: **Music**: **D&T**: **Computing**: **PE**: