



**YEAR 6 NATIONAL CURRICULUM  
SPRING 1 MEDIUM TERM OBJECTIVES (6 weeks)**

**THEME - BLITZ**

ENGLISH	MATHS (ABBC)	SCIENCE	HISTORY GEOGRAPHY	R.E (Agreed Syllabus, 2017)	ART AND DESIGN	COMPUTING (SWITCHED ON)	P.E. (Taught externally)	PSHE (JIGSAW)	MUSIC (Music Express)
<p>Carrie' War The Diary of Anne Frank <b>Diary Entry</b> 2 weeks</p> <p><b>Newspaper Reports Blitz</b> 2 weeks</p> <p><b>Non-fiction: Biography</b> 2 weeks</p>	<p>Number and Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p> <p>Fractions including Decimals</p> <p>Measures, time and money</p> <p>Geometry</p> <p>Statistics</p>	<p><b>Electricity</b></p> <p>1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>2. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>3. Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Blitz!</b> <b>Battle of Britain / World War 2/ VE Day</b></p> <p>1. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>2. A significant turning point in British history - Battle of Britain</p> <p>3. A local history study a study of an aspect of history or a site dating from a period beyond 1066 that</p>	<p><b>U2.5 - Is it better to express your beliefs in arts and architecture, or in charity and generosity?</b></p> <p>1. Describe and make connections between examples of religious creativity (buildings and art)</p> <p>2. Show understanding of the value of sacred buildings and art</p> <p>3. Suggest reasons why some believers see</p>	<p><b>ART DAY</b> <b>Pop Art - images from WW2 in style of Andy Warhol</b></p> <p>1. To create sketch books to record their observations and use them to review and revisit ideas</p> <p>2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>3. About great artists, architects and designers in history.</p>	<p><b>We are advertisers - creating a short television advert</b></p> <p>1. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>2. Select, use and combine a variety of software (including internet services) on a range of digital</p>	<p><b>Dance</b></p> <p>1. Develop flexibility, strength, technique, control and balance</p> <p>2. Perform dances using a range of movement patterns</p> <p>3. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Dreams and Goals</b></p> <p>1. Stay motivated when doing something</p> <p>2. Perseverance</p> <p>3. Working collaboratively</p> <p>4. Have positive attitudes</p> <p>5. Helping others to achieve goals</p> <p>6. Working hard to achieve own goals</p>	<p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff</p>

			is significant in the locality	generosity and charity as more important than buildings and art (B2).  4. Apply ideas about values and from scriptures to the title question		devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information			and other musical notations  5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  6. Develop an understanding of the history of music.
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