



Year 6 Spring Term (i) Jedi Masters



Science Unit covered:	History	DT/STEM
<p>Snap Science Module 6</p> <p>Light Straight lines Reflections Shadows</p> 	<p>Devise historically valid questions about change, cause, similarity of difference and significance. (British Empire)</p> 	<p>Pupils learn how to design a recipe and make food for the masters</p> <p>Plan a clear list of ingredients and equipment Write the appropriate specification of processes needed to happen for product to be made Investigate what things will be more popular as a product Demonstrate accurate, effective and appropriate use of equipment, using safe and hygienic working practices Use a wide sensory vocabulary to describe products Look at ways to market your product Work together to discuss and evaluate ideas. Evaluate the product, taking into account their design specification as well as the ingredients used Understand that the properties and quantities of ingredients will affect the final product</p> 
<p>PE:</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> - Plans and performs longer sequences with a wide range of actions that are extended, precise, controlled and shows good technique and fluency - Deepens understanding of flexibility and strength and roles within performing actions - Draws on what they know about composition and increase sequencing length to include partner and group work - <i>Analyse and comment, using more complex vocabulary, on skills and techniques and how these are applied in their own and others' work</i>  <p>Net Wall Games Unit 2 Tennis (Tennis centre)</p> 	<p>Art and Design</p> <p>Drawing: Children study the work of Ralph McQuarrie Record from experience and imagination different ways in which people communicate ideas and feelings focusing on line and shape. Identify how art, craft and design can be used for different purposes and explore where different artists have begun Use a variety of pencil lines to help explore a sense of character and how line can help with this. Children choose a character/idea that they would like to portray and begin to investigate using different methods of drawing Children to discuss any chances that may need to be made - focus on the visual quality of the piece Children combine line, shape and pattern to create their own piece inspired by McQuarrie's illustrations Children think about the process from simple sketch to final piece</p> <p>Artists: Ralph McQuarrie</p> 	<p>Eco curriculum</p> <p>Key aspects: energy Jedi Masters Morality of human's impact on the planet - P4C link</p> <p>French:</p>
<p>Music Unit covered:</p>  <p>Guitars</p>	<p>PSHE</p> <p>Jigsaw: Dreams and Goals</p> 	<p>Les planetes. Look at non-fiction French books. Look at similarities and differences between planet names written and how they sound. (between English and French). Listen to stories in French. Singing in French. Look at syntax. Adj following noun. Describe les planetes. Create written presentation about planets. (ICT based on art based- child choice). Non-fiction Space books. Fiction story books. Planets vocabulary. Present info about les planetes. Describing them. Use correct syntax.</p>
Respect	Excellence	Friendship

