

# Autumn Term 2 Small Steps Sequence

## Year Six

‘Together we can  
make a difference’



St Marys CE Primary

### Our Value—Courage

‘Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.’ Joshua 1:9

#### Science

##### Physics: Electricity

#### Prior learning

Identify whether or not a bulb will light in a simple series circuit. Conduct investigations to discover which materials make good insulators.

#### Vocabulary for learning

Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage

#### Small step progression

Explain the importance of the major discoveries in electricity.

Use symbols when drawing a simple circuit diagram.

Associate the brightness of a lamp with the number and voltage of cells used in the circuit.

Investigate variations in how components function and write a conclusion.

Name renewable and non-renewable sources of energy.

#### Outcome

The children will understand the components of electrical circuits, know how to draw scientific symbols and the effects of greater voltage on a circuit.

#### History

##### Did the Victorians transform Penzance?

#### Prior learning

Know the lives of significant individuals in the past who have contributed to national achievements. Know some significant historical events, in their own locality- linked to Cornish mining.

#### Vocabulary for learning

Victoria, Queen, Monarch, Empire, Family tree, Royal line, Albert, primary evidence, artefacts, secondary sources, change, similarities, differences, albert, census, population, era.

#### Small step progression

Explain the effects of the industrial revolution on Penzance.

Find out how the introduction of the railways changed travel and trade from Penzance.

Investigate what jobs were undertaken by Victorian children.

Understand how campaigns by Lord Shaftesbury’s improved the lives of children.

Explain how Victorian schools were different to today’s schools

#### Outcome

The children will be able to explain how Penzance was transformed during the Victorian era.

#### RE

##### What would Jesus do?

#### Prior learning

Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better.

#### Vocabulary for learning

Gospel, disciple, parable, miracle, healing

#### Small step progression

Identify the features of the Gospel texts.

Identify ways in which Christians interpret biblical texts.

Make clear connections between Gospel texts and how Christians live in the Christian community.

Understand the impact the Gospels have on the way that Christians live.

Relate the teachings of the Bible to our own issues in our lives today.

#### Outcome

The children will be able to make connections between the Gospel texts and how Christians live in the Christian community today.

#### PSHE

##### Me and My Relationships

#### Prior learning

Children have previously looked at the qualities of a good friend and how its helps our emotional needs.

#### Vocabulary for learning

collaboration, balanced friendship, resolution, civil partnership, illegal, forced, secure, identify theft

#### Small step progression

Recognise some of the challenges that arise from friendship.

Practice and use strategies in compromise and negotiation.

Name assertive behaviours and recognise peer influence.

Describe ways in which people show their commitment to each other.

Consider the types of touch that are safe, legal and that I am comfortable with.

#### Outcome

The children are able to create a poster explaining strategies for dealing with difficulties in relationships and behaviours.

#### Computing

##### Creating media– 3d modelling

#### Prior learning

Children will know that 3d means, three-dimensional. They will have manipulated shapes in vector drawings and used different tools to combine 2d shapes together.

#### Vocabulary for learning

Modelling, three-dimensional, workspace, faces, vertices, edges, handles, duplicate, holes

#### Small step progression

Recognise that you can work in three dimensions on a computer.

Identify that digital 3D objects can be modified.

Recognize that objects can be combined in a 3d model.

Create a 3d model for a given purpose.

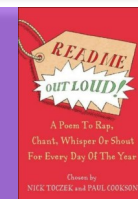
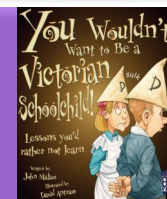
Plan my own 3d model.

Evaluate and improve 3d model with a peer.

#### Outcome

The children will be able to create a 3d model of a Victorian structure using Tinkercad.

### Books linked to our learning



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**DT**

Come dine with me over 3 courses

**Prior learning**

Rec- Soup using seasonal vegetables - pumpkin

Year 1-Vegatable smoothies

Year 2- Healthy Wraps

**Vocabulary for learning**

Equipment, flavours, method, bridge, method cook-book, farm to fork, preparation, storyboard

**Small step progression**

Research and design a three-course meal

Prepare a meal using a recipe

Understand where their food comes from

Write up a recipe.

**Outcome**

The children will have cooked a 3 course meal for their peers to evaluate.

**French**

LES LÉGUMES

**Prior learning**

Recall the months of the year.

Recall the ten colours.

recall the days of the week.

**Vocabulary for learning**

10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.

**Small step progression**

Name and remember the first five vegetables in French.

Name and remember the first ten vegetables in French.

Revisit all ten vegetables in French and learn how to say “a kilo of...” .

Ask for a quantity of vegetables.

Use the conjunction ‘et’ when talking about a list of vegetables.

Revise all language covered in this unit and complete assessment materials.

**Outcome**

The children can recall names for vegetables and ask for a quantity of them.

**P.E Leadership**

The focus is to develop an understanding of what makes an effective leader.

**Prior learning**

The children have developed skills in effective communication and collaboration when working as team to problem solve.

**Vocabulary for learning**

Communication, leadership, cooperation, responsibility, space, task, equipment, people

**Small step progression**

Understand what makes an effective leader.

Know what is meant by effective communication.

Introduce the ‘STEP’ principles: understanding why a suitable space is needed.

Know how to adapt a task.

Know how to organise people fairly and select the appropriate equipment.

**Outcome**

The children will be able apply the principles of STEP, with effective communication, to lead a game/ activity.

**P.E Swimming**

The focus is develop a range of proficient swimming strokes over 25m.

**Prior learning**

The children developed knowledge and skills in front and back crawl, and attempted butterfly treading water.

**Vocabulary for learning**

Proficient, self rescue, competent, butterfly, straddle, HELP, somersault, tread

**Small step progression**

Swim 25 metres front crawl and back crawl 25, confidently and proficiently.

Swim 15 metres of breastroke confidently.

Perform somersaults and tread water for 45 seconds.

Attempt to swim in butterfly.

Perform the HELP position.

Complete a safe self-rescue.

Safely rescue another person.

**Outcome**

The children will be able to swim proficiently in a range of strokes and know how to save themselves and others who are in danger.

In **Guided reading**, we will be reading ‘Street Child’ by Berlie Doherty, as well as a range of non-fiction texts based upon the Victorians.

We will focus on encouraging the children to explain what the authors are suggesting with their language choices.

