

**Nurturing a caring community, in which every child learns well.**

**Driver 1: Citizenship**

Enable children to make their own decisions and take responsibility for their own lives and communities.

Develop children's understanding of and responsibilities within their communities from the local (Sheffield) to the national (British) and finally global (World)

**Driver 2: Aspiration**

Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.

Promote self-efficacy, which is an individual's belief in his/her innate ability to achieve goals.

**Long Term Project Planning: Learning Objectives**

**Year Group: Y6**

**Term: Autumn 2**

**Project Stimulus:** Kelham Island – World War II Day (Visit Synagogue, Psalter Lane)

**Project Outcome:** Victory in Europe Day – Tea Party in hall



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**Long Term Project Planning: Key Questions/Skills**

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## Long Term Project Planning

**Year Group:** Y6

**Term:** Autumn 2

**Subjects Taught Discretely**

### PE

#### Dance:

Can children use given dance moves to sequence and put together a routine?

#### Real PE: Creative

Static balance/ seated and floor balance

### Computing

Can pupils understand how to use a computer as a designer and the differences and benefits of different graphics packages?

Can pupils understand that we can use different tools to create digital images depending on what we are using them for, e.g. drawing logos, designing buildings, painting a picture.

### Music

Can pupils learn songs from the 1940's?  
Can children stage a performance with an awareness of an audience?  
Listen to music of differing genres and compare and contrast the different styles eg jazz, classical and blues.  
Include in this an understanding of the history of music e.g. composers, time at which became popular etc.  
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Represent sounds on a graphic score with symbols for group performance eg with an awareness of balance, tempo and dynamics  
Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir)

### Cooking

Can pupils work with in a group to weigh and measure ingredients to make a Victoria sponge sandwich for the VE Day?

### RE

What contributions do religions make to local life in Sheffield? (Judaism)

List and describe similarities and differences between the ways different communities show that they belong.

Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today.

Discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all.

### PSHE

**Core Theme 1: Health and Wellbeing (H)**  
**Core Theme 2: Relationships (R)**

**Can they:** **R1** Recognise and respond appropriately to a wider range of feelings in others? **R2:** Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships **R3.** Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support **R4.** Recognise different types of relationship, including those between acquaintances, friends, relatives and families **H6.** Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

### French

**Tour du monde.**

**La Francophonie, La géographie de la France**

Week 1. Révision les couleurs - Diwali  
Week 2. Les pays voisins de France - puzzles  
Week 3. C'est quel pays? Les couleurs  
Week 4. D'ou viens tu? Quelle langues parles tu?  
Week 5. La Francophonie Quiz  
Week 6. Projet - pays voisins de la France map  
Week 7. Noel en France