

**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.



**PSHE**

Exploring the role money plays in peoples' lives.

**Computing**

Pupils explore and use spreadsheets Pupils understand that we can use spreadsheets to do complex calculations and sort data

**DT**

pupils plan, design and make products to sell as part of our enterprise scheme to raise money for St Luke's Hospice

**Science**

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.

Give reasons for classifying plants and animals based on specific characteristics.

**Art and Design**

Use micro-organisms to design, print and sew textile pieces.

Create sketch books to record observations and use them to review and revisit ideas: record line, tone, texture and pattern of micro organism.

To improve their mastery of art and design techniques, including drawing and painting: using watercolours.

Sew and layer material to make texture Show an awareness of properties of

materials and potential uses of materials in isolation and as a mixed media construction.

**Long Term Project Planning: Learning Objectives**

**Year Group:** 6

**Term:** Spring 1

**Project Stimulus (Visit/Visitor/Experience):** Ikea, Sheffield

**Project Outcome:** Plan, design and make products to sell in order to raise money for St Luke's Hospice

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

**Year Group: 6**

**Term: Spring 1**



## Long Term Project Planning: Key Questions/Skills

Year Group: 6

Term: Spring 1

### PE

**Hockey:** play competitive games and apply basic principles suitable for attacking and defending.

**Real PE:** Social Skills

Dynamic Balance on a line  
Counter balance with a partner

### PSHE

#### Health and Wellbeing

- school rules about health and safety, basic emergency aid procedures.
- which, why and how commonly available substances and drugs can damage their health and safety.
- how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- the role money plays in peoples' lives, including how to manage their money and being a critical consumer.

### Music

Growth Exploring Street Dance

(Music Express)

Children explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments and create a dance towards a final performance

**Composing:** Create a group soundscape composition with instruments and vocals and a conductor.

Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.

Accurately maintain an independent part within a group in an instrumental performance.

### RE

*All the religions and beliefs of Sheffield*  
– Religion, Family and Community:

What contributions do religions make to local life in Sheffield?  
Investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own.

Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God.

### French

Chez moi. En ville

Week 1. Revision - Quel age a tu?,

Utiliser un dictionnaire

Week 2. Ou habites-tu? Crossword

Week 3. En ville – Game

Week 4. Indefinite and definite article en ville

Week 5. Qu'est-ce qu'il y a en ville –

Week 6. Projet - Chez moi il y a...