| Year 6 Spring 1  |  |  |  |  |
|--|--|--|--|--|
|  | Science Crucial Knowledge  |  |  |  |
|  | • The circulatory system transports substances around the body. It includes the heart, veins, arteries, capillaries and blood.   |  |  |  |
| Animals Including<br>Humans<br>The circulatory   | <ul> <li>The heart is an organ. It constantly pumps blood around the circulatory system. The heart pumps blood to the lungs to get oxygen. It then pumps this oxygenated blood around the body.</li> <li>Veins, arteries and capillaries are the three types of blood vessels.</li> </ul>  |  |  |  |
| system   | <ul> <li>Water and nutrients (substances needed by the body to function) are transported around the<br/>body through the digestive and circulatory systems.</li> </ul>   |  |  |  |
| Geography Crucial Knowledge  |  |  |  |  |
| Brazil is located on the continent of South America:   |  |  |  |  |
| It's a small<br>worldor is it?<br>Similarities &<br>Differences<br>between UK and a<br>place in South<br>America | Image: Constrained and and and and and and and and and an  |  |  |  |
|  | <ul> <li>The climate in the UK is mainly temperate (mild summers and mild winters) and the climate in Brazil is mainly tropical (hot and humid).</li> <li>The highest mountain peak in Brazil is Pico da Neblina and the highest mountain peak in the UK is Ben Nevis.</li> <li>The largest river in Brazil is The Amazon and the largest river in the UK is The Severn.</li> <li>Brazil has a larger population than the UK.</li> <li>The capital city of Brazil is Brasilia.</li> <li>One of the most famous human features in Brazil is the Christ the Redeemer statue which is in Rio de Janeiro.</li> <li>One of the most famous physical features in Brazil is The Amazon Rainforest.</li> </ul> |  |  |  |
| Art & Design Crucial Knowledge   |  |  |  |  |
| Painting   | <ul> <li>Tertiary colours are equal amounts of primary and secondary colours.</li> <li>Neutral colours don't show up on colour wheel, e.g. white, black, beige.</li> </ul>   |  |  |  |
|  | Computing Crucial Knowledge  |  |  |  |
| <b>Data -</b> Introducing<br>spreadsheets  | <ul> <li>Technology can be used to sort data</li> <li>Data can be words, numbers, dates, images and sounds</li> <li>Spreadsheets organise data into columns and rows under headings</li> <li>In Spreadsheets, formulas can be used to produce calculated data</li> </ul>   |  |  |  |
|  | • <b>Vocabulary</b> : data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools.  |  |  |  |
|  | Physical Education Crucial Knowledge   |  |  |  |
|  | Movement is when changing position, posture or place.  |  |  |  |
| Rounders   | Communicating with others giving and receiving information.  |  |  |  |
|  | Collaboration is working with others to achieve/create something.  |  |  |  |
|  | <ul> <li>Competing means to do your best against others.</li> </ul>  |  |  |  |

|                               | There is a second se   | alalaa faana laasa la   | and the second second second   |  |
|-------------------------------|---|---|--|--|
|                               | • Throw is to push an object by hand with a sudden forward motion ending with straightening the arm and wrist.  |   |  |  |
|                               | <ul> <li>Catching is to use the hands to stop and hold a moving object. Eyes on the object, Fingertips</li> </ul>   |   |  |  |
|                               | together (two handed catch. Catch the object, then grip it.   |   |  |  |
|                               | • Striking is when you hit a ball with a bat or ra  | acket.  |  |  |
|                               | • Attack is to try to move past and score again   | st the opposing team.   |  |  |
|                               | • Defend is to block the other team and stop t  | -   |  |  |
| Tag rugby                     | • Throw is to push an object by hand with a sudden forward motion ending with straightening the   |   |  |  |
|                               | <ul><li>arm and wrist.</li><li>Catching is the use the hands to stop and ho</li></ul>   | lel e manine abient. Even an  | the chiest Fingentine  |  |
|                               | <ul> <li>Catching is the use the hands to stop and no<br/>together (two handed catch. Catch the object</li> </ul>   | • • •   | The object, Fingertips   |  |
|                               | <ul> <li>Communicating with others giving and receiv</li> </ul>   |   |  |  |
|                               | Collaboration is working with others to achie   |   |  |  |
|                               | Religious Education Crucial k   |   |  |  |
|                               | • The Parable of the Good Samaritan is a story  | from the Bible about helpi  | ng others.   |  |
|                               | <ul> <li>Charities are organisations designed to help others who are in need.</li> </ul>  |   |  |  |
| Taking Part                   | <ul> <li>Lots of charities are run by different religious groups.</li> </ul>  |   |  |  |
|                               | • Christian charities (for example, The Salvation Army or Christian Aid) reflect Bible teachings.   |   |  |  |
|                               | Dana in Hinduism means giving. This include:  | s giving money to charity a   | nd donations.  |  |
|                               | Personal, Social Health & Economic Educa  |   |  |  |
|                               | Not all social media is good - it can show a fa   |   | one or something   |  |
| How can the media influence   | unachievable. This can cause a negative effect on wellbeing.  |   |  |  |
| people?                       | <ul> <li>Not all social media is trustworthy – fake news can be spread on social media.</li> <li>The social media you use should be age appropriate.</li> </ul>               |   |  |  |
|                               | <ul> <li>If something upsets you on social media, you</li> </ul>  |   | ed adult   |  |
|                               | <ul> <li>You can use technology to build a profession</li> </ul>  |   |  |  |
| <b>L</b>                      | Spanish Crucial Knowle  |   |  |  |
| English                       | Spanish   |   | Spanish  |  |
| How old are you?              | ¿Cuántos años tienes?   |   | rosa   |  |
| ·                             | -   |   | rojo   |  |
| I have years. Tengo años.     |   |   | 10j0   |  |
| He/she has years.             | years. Tiene años.  |   |  |  |
| Where do you live?            | ¿Dónde vives?   |   | azul   |  |
| l live in                     | Vivo en   |   | amarillo   |  |
| Colours                       | Los colores   |   | anaranjado / naranja   |  |
| black                         | negro   |   | marrón / café  |  |
| white                         | blanco  |   | verde  |  |
| grey                          | gris  |   | violeta  |  |
|                               | 8.19  |   |  |  |
| Numbers 1-10                  | uno, dos, tres, cuatro, cinco, seis, siete, ocho, nue   | eve, diez   |  |  |
| Numbers 1-10<br>Numbers 11-20 | -   |   | e, veinte  |  |
|                               | uno, dos, tres, cuatro, cinco, seis, siete, ocho, nue   |   |  |  |
| Numbers 11-20                 | uno, dos, tres, cuatro, cinco, seis, siete, ocho, nue<br>once, doce, trece, catorce, quince, dieciséis, dieci   | siete, dieciocho, diecinueve  | Vocabulary   |  |
| Numbers 11-20<br>Year 6       | uno, dos, tres, cuatro, cinco, seis, siete, ocho, nue         once, doce, trece, catorce, quince, dieciséis, dieci         Musical Learning                                   | siete, dieciocho, diecinueve<br>Key Musical<br>Dynamics: volume, louds<br>Structure: passacaglia (a | Vocabulary<br>and softs.<br>very old musical form                          |  |
| Numbers 11-20                 | uno, dos, tres, cuatro, cinco, seis, siete, ocho, nue         once, doce, trece, catorce, quince, dieciséis, dieci         Musical Learning         Decipher a graphic score. | siete, dieciocho, diecinueve<br>Key Musical<br>Dynamics: volume, louds                              | Vocabulary<br>and softs.<br>very old musical form<br>ssline with different |  |

| Other: score (a visual representation of music),<br>orchestrate (choose which instruments play<br>which parts of a music composition), improvise<br>(music that is made up instantly with no prior |
|--|
| preparation)   |