

Year: 6 Topic: Carnival	
Big question: How has the Caribbean culture influenced	Hook task: Samba band performance
PSHE focus: Being me in my world	Review task and presentation: Why is carnival so important to different cultures?
Experiences/ shared learning: Samba band performance	
Geography NC aims/objectives: • identify the Greenwich/Prime Meridian and explain times zones • compare two places in relation to their physical features including settlements, land use and economic activity	Art and Design NC aims/objectives: • Experiment with different mark making techniques. • Emulate the work of other artists. • Use a range of techniques to create a final piece of work.
Key vocabulary: • Greenwich Meridian • time zone • economic activity	Key vocabulary: • Technique • Mark making • Texture
History NC aims/objectives: • summarise how Britain has had an impact of the world • explain the ideas of Empire and colonialism	Design Technology NC aims/objectives: • consider culture and society in plans and designs • use CAD to refine plans • justify plans in a convincing way test and evaluate made products
Key vocabulary: • connections • theories	Key vocabulary: • Pneumatic moving part • Components • Reinforce structures • Mechanical systems

Science NC aims/objectives:

Electricity

- associate the brightness of a lamp or the volume of a buzzer
- with the number and voltage of cells used in the circuit
- • compare and give reasons for variations in how components
- function, including the brightness of bulbs, the loudness of
- buzzers and the on/off position of switches
- • use recognised symbols when representing a simple circuit in a
- diagram
- • talk about and describe how the work of prominent scientists in this area has impacted our lives today.

Key vocabulary:

- trends
- speculate
- hypothesise

Standalone Subjects

Maths: • Place Value • Four operations	Spanish My Body ○ give and respond to simple classroom instructions appropriately ○ name parts of the body ○ identify colours ○ name items of clothing ○ use vocabulary they have learnt elsewhere to develop their sentences ○ ask and answer questions using the topic vocabulary ○ read and write simple words ○ link un/una to masculine and feminine nouns ○ use 'y' to link several items in a sentence.	RE- <i>Grand Narratives:</i> • How do beliefs and ideas about land shape the way human beings live? Key vocabulary for discussions: • political • environmental • creation • science • scientific theory • evolution • big bang • eschatology • doctrine of Discovery • indigenous • partition • pilgrimage • Jerusalem • Mecca • Abrahamic
PE- <i>Personal:</i> • Know where I am with my learning and start to challenge myself. • Cope well and react positively when things become difficult • Persevere with a task and improve my performance through regular practice	Computing- <i>Computing Systems and Network:</i> • explain the importance of internet addresses • recognise how data is transferred across the internet • explain how sharing information online can help people to work together • evaluate different ways of working together online • recognise how we communicate using technology	
PSHE- <i>Being Me In My World:</i> • Identifying goals for the year • Global citizenship		

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| <ul style="list-style-type: none">• Children's universal rights• Feeling welcome and valued• Choices, consequences and rewards• Group dynamics• Democracy, having a voice• Anti-social behaviour• Role-modelling | <ul style="list-style-type: none">• evaluate different methods of online communication | |
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