

Brownhills West Medium Term Planning Autumn 2 2026-27

Year 6

NC Subject	NC Content & Coverage	Learning Sequence:	Experiences / Enrichment / Trips
<u>History</u>			
<u>Geography</u>			
<u>Science</u> Electricity	<i>KS1 - Electricity is not taught as a discrete topic in KS1 however some children may have looked at which items use electricity in other curriculum areas (e.g. Toys topic in history)</i> <i>Year 4 - During the unit on electricity, children may have learnt to sort common electrical appliances into battery and mains powered; construct simple series circuits containing a variety of components. They may be able to identify whether or not a bulb will light in a simple series circuit and put forward ideas to fix incomplete circuits. The children may have conducted investigations to discover which materials make good insulators and designed and tested their own switches.</i> Pupils should be taught to: • 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	Pre-lesson: I can explain how to stay safe using electrical items. I can name some sources of electricity Lesson 1: I can build simple circuits and test components. I can say why a circuit will or will not work. Key question: How can I get my circuit to work? Lesson 2: I can use symbols to represent components in a circuit diagram. Key question: How do we draw circuits using scientific symbols? Lesson 3: I can explain how the function of components varies when added to circuits. Key question: What happens when we add components in a circuit? Lesson 4: I can explain how the function of components varies when added to circuits. Key question: What happens when we add components in a circuit? Lesson 5: I can design and test a series circuit to create a functioning appliance/item Key question: Can we design and test our own circuit system	
<u>Design and Technology</u>	Children will: - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (CAD) - select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - investigate and analyse a range of existing products. - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - understand how key events and individuals in design and technology have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) - understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors)	Lesson 1: I can describe features of Gothic design using key vocabulary. Key question: What makes Gothic design spooky and dramatic? Lesson 2: I can explain how electrical circuits work. Key question: How can electrical circuits create effects in a model? Lesson 3: I can create a labelled design showing Gothic style and electrical features. Key question: How can I design a Gothic-themed model with lights, movement or sound? Lesson 4: I can build a stable structure and add an electrical feature. Key question: How can I build a working model with dramatic effects? Lesson 5: I can evaluate the success of the model against design criteria. Key question: What makes my Gothic-themed model successful and functional?	
<u>Art and design</u> <u>Monochromatic</u>	Children will: • be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • create sketchbooks to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	Lesson 1: I can develop my drawing technique by carefully observing and recording the details of a realistic eye. Practical outcome: Developing technique Lesson 2: I can apply my drawing skills to measure and draw facial features accurately in proportion. Practical outcome: Drawing Lesson 3: I can experiment with pencil grades and shading to show form and depth in my drawings. Practical outcome: Experimenting Lesson 4: I can create realistic features by applying my understanding of light, shadow and proportion.	

		Practical outcome: Creating Lesson 5: I can reflect on my progress and refine my self-portrait using evaluation and feedback. Practical outcome - Appreciating and reflecting	
Computing Web page creation	This unit introduces pupils to the fundamentals of designing and creating websites. Building on their experience of using websites across different devices, pupils will now explore how websites are structured and what makes them effective. They will learn to design webpages with a clear purpose, focusing on layout, navigation, and visual appeal. Pupils will also be taught how to use media responsibly, including understanding copyright and fair use. These skills will help them communicate ideas effectively and ethically through digital media that they use in future. • Prior knowledge requirements • Pupils can identify the features of websites. • Pupils understand the concept of ownership of content on the WWW. • Pupils can combine text and images together to create artefacts that meet the needs of an audience.	Lesson 1: I can identify the features of a website and know how websites are created. Lesson 2: I can design my own website for a purpose. Lesson 3: I can consider the ownership and copyright of images when searching for images online. Lesson 4: I can add suitable content to a web page and check its compatibility on a range of devices. Lesson 5: I can explain the need for navigation. Lesson 6: I can add external hyperlinks to a web page, whilst considering the implications of doing so.	
PSHE My Happy Mind Meet your brain Places	We will be learning all about our brain and how it works. We will be learning about how our feelings impact our brain. We are learning about Character Strengths and virtues in more detail. We are learning how to choose the right Character Strength on purpose, especially in a difficult moment. We are learning how to use our Character Strengths to support ourselves and others.	Lesson 1: Celebrate Lesson 2: Celebrate Lesson 3: Celebrate Lesson 4: Celebrate Lesson 5: Celebrate Lesson 6: Celebrate Lesson 7: Celebrate	
P.E. Gym Sequences	This unit introduces pupils to the fundamentals of designing and creating websites. Building on their experience of using websites across different devices, pupils will now explore how websites are structured and what makes them effective. They will learn to design webpages with a clear purpose, focusing on layout, navigation, and visual appeal. Pupils will also be taught how to use media responsibly, including understanding copyright and fair use. These skills will help them communicate ideas effectively and ethically through digital media that they use in future. Prior knowledge requirements • Pupils can identify the features of websites. • Pupils understand the concept of ownership of content on the WWW. • Pupils can combine text and images together to create artefacts that meet the needs of an audience.	Lesson 1: To develop the straddle, forward and backward roll. Lesson 2: To develop rolling into sequence work and on apparatus. Lesson 3: To develop counter balance and counter tension. Lesson 4: To develop counter balance and counter tension into sequence work with apparatus. Lesson 5: To develop jumps and explore the effect of height. Lesson 6: To explore jump sequence work with consideration of performance tools.	
Religious Education Why do Christians believe that Jesus is the Messiah?	Pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.	Lesson 1: What was going on that meant the People of God needed a saviour? Lesson 2: What kind of rescuer/Messiah were people expecting? Lesson 3: Why do Christians believe Jesus fulfils the expectations of the Messiah? Lesson 4: Why do most Christians believe Jesus is the Messiah? Lesson 5: How does Christmas fit in with Christian beliefs about Jesus? Lesson 6: Why do Christians believe that Jesus was the Messiah?	
French (Languages) Daily routine	Children will: -Read the sentences correctly • Say the sentences correctly -Understand the sentences when said out loud -Use and understand the reflexive verbs for first -Put the daily routine in the correct order -Use the time in a sentence - Use connective words "ensuite", "après", "puis", "et", "à", "vers" • -Play games co-operatively in French, practising the	Lesson 1: Describe my morning routine Lesson 2: Describe my afternoon routine Lesson 3: Write about my daily routine	



	words		
Music Shadows Composing for protest	• Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music. • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song.	Lesson 1: Who is Lindsey Stirling? Lesson 2: Who is Tokio Myers? Lesson 3: Create a response to music using shadows. Lesson 4: Protest words. Lesson 5: Protest song. Lesson 6: Protest!	