

Topic Title – Curious Cases and Murderous Mysteries		
<p>Science</p> <p>Focus – Living things and habitats Recognising and classifying living things, understanding the meaning behind ‘living things’, learning about the seven living processes, exploring the different types of habitats and understanding their features, investigating habitats and the living things that live there (world-wide, British isles, local area and school grounds).</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<p>Geography</p> <p>Focus - Human & Physical Geography: Physical/human characteristics and environmental regions – Understanding geographical similarities and differences through the study of a UK region (East Sussex) and a region in an European country (Italy)</p> <p>Focus - Skills & Field Work: Orienteering/four grid references/ordnance surveys</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Follow a short route on an OS map - Describe features shown on an OS map - Locate places on a world map - Use atlases to find out about other features of places, e.g. mountain regions, weather patterns - Use a scale to measure distance - Draw/use maps and plans at a range of scales - Use OS maps - Confidently use an atlas and recognise a world map as a flattened globe - Use 8 compass points confidently and accurately and use them to plan, describe journeys and routes - Use keys and grid references - Begin to use 4 figure co-ordinates to locate features on a map - To be able to describe and discuss how and why people live in an area - Identify and compare features 	<p>History</p> <p>Mini History Project: Ancient Egypt Overall focus: Exploring and understanding Egyptologists and their work. Learning about Pharaohs, their roles and influence. Exploring the Pyramids and how these were built and their influence in the modern world. Learning about Ancient Egyptian mythology, beliefs and daily life.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Understanding different types of causes of an event/s - Describe and make links between events/changes - Give detailed reasons for events and changes - Use sources of information to support ideas

<p>Art and design Focus – Board Games and Advertising Exploring artwork used in board games and advertising. Exploring digital media to create own imagery and advertisements for Design and Technology board games project</p>	<p>Design Technology Focus – Board Games Children will explore a range of board games and the components that make them work. They will research and investigate popular board games from across the years. Children will design and create their own mystery board game, applying their understanding from Design and Technology as well as their topic understanding from their Curious Cases and Murderous Mysteries unit of work.</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - Collect ideas - Design products with a clear purpose - Communicate ideas through discussions, explanations and drawings - Explore and use suitable materials - Reflect on designs - Use measuring accurately - Shape and mould materials to match purpose/design - Create and build products - Test products with a focus audience - Evaluate and review final product 	<p>Computing Focus – We are APP planners Learning about computer networks and how these can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively and evaluate digital content. Select, use and combine a variety of software to design and create programs, systems and contents. Understand the capabilities of smartphones and tablets. Consider a problem that a smartphone or tablet app could solve, then design and pitch the idea for their app.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - To research capabilities of smartphones and tablets, understanding the logistics of these - To understand how smartphones and tablets support communication and collaboration in the modern world - To continue to learn to stay safe when using the internet and computer devices - To explore how apps are created and the logistics behind these - To investigate a problem that could be solved by using a smartphone or tablet app - To design an APP based on research (for investigation problem) - To pitch ideas and share detailed designs - To use correct ICT terminology - To review designs and share these
<p>French <u>Key skills:</u></p>	<p>Religious Education Focus – Places of Worship and Prayers Christianity – The Church, Holy Communion, Mass,</p>	<p>Music Focus – Old School Hip Hop (Term 3 and 4)</p>

<ul style="list-style-type: none"> - Explore and collect visual and written information - Take part in short conversations - Ask and answer simple questions - Talk about interests - Use short phrases to respond - Develop a growing vocabulary - Write sentences using expressions learnt - Apply skills taught through oral conversations and extra-curricular events (<i>French Market days, Y6 French trip</i>) 	<p>Creed</p> <p>Islam – Hajj, The Mosque, The Five Pillars of Islam, Salah (prayer)</p> <p>Sikhism – The Gurdwara, The Khalsa</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Describe and understand religious sources, stories and beliefs - Suggest similarities and differences between beliefs and religions studied - Describe the importance of key figures in a religion and reasons why they were influential - Recognise places of worship and why these are important - Recognise key religious festivals and why these are celebrated 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Listen and complete music appraisal for a range of old school hip hop numbers - Develop understanding of the style of music of hip hop - Practise and develop rhythm and beat to the style of hip hop - Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. - Develop confidence with using voice - Develop and strengthen vocal range - Listen with attention to detail and recall sounds with increasing aural memory. - Understand and use musical terminology correctly
<p>Physical Education</p> <p>Focus – Hockey and Dance (Term 3)</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Understand and use principles of warm up and good health - Control, catch and accurately pass whilst moving - Participate in games with understanding of tactics and rules - Move with the ball in opposed situations - Understand defence and attack tactics - Demonstrate precision, control and fluency - Demonstrate precision, control and fluency in response to dance stimuli - Vary dynamics and develop actions with a partner or group 	<p>Forest School</p> <p>Links with Science – Exploring habitats around the school grounds and local areas. Learning about the features of these habitats and the animals/living things that can be found in these.</p> <p>Continuing – Dig for Victory gardening project.</p>	<p>Stunning start: Detectives on the Case! There has been a terrible crime at Marlow Manor – Lady Anne of Marlow has been found brutally murdered in her secret garden. There are no footprints, no broken windows or signs of forced entry and nothing has been stolen. The only clue found at the crime scene is a mysterious, single orchard. Whodunnit? That is for Year 6 to decide! With six suspects to investigate, a crime scene to explore and evidence to analyse, Year 6 turn Detectives and race against time to find the suspect for this unsolved Tudor case from 1543...</p> <p>Marvellous middle: Sleuthing with Sherlock Holmes – The game is afoot! Year 6 are launched into the world of Sherlock Holmes and Dr John Watson. Arriving for the day dressed up as these characters, the children will learn more about: the inspirational Holmes and his</p>

- Understand and use rhythm and spatial awareness
- Understand, use and demonstrate dance terminology and technique
- Modify performances and look for ways to improve

friend Watson, their home at 221b Baker Street, the gritty backdrop of Victorian London and the mastermind behind it all – the author Arthur Conan Doyle.

Fabulous finish: Murderous Mysteries – Year 6 have become crime authors! After writing their very own murder mystery, they will have the opportunity to launch their tales and share them with their family and friends. All stories to be published in our very own Murder Mystery Book.