

Topic Title – Wild, Wild West		
<p>Science</p> <p>Focus – Light (Term 5 and 6)</p> <p>Investigating why light appears to travel in straight lines. Explore the idea that light travels in straight lines and use this to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Understanding how we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Explore the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Use lighting equipment to investigate how light travels, the lines that can be formed and when refraction occurs.</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 	<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 and a region in North America (Great Plains, modern states that are now on the Great Plains). Compare people and places in the UK with North America. Identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers). Explore own local area and compare with these regions. Develop geographical skills by exploring the environment and identify key features.</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 	<p>History</p> <p>Overall focus: Exploring who the pioneers were and how they crossed the Western frontier. Exploring who were the Native Americans and how they lived their lives – considering the organisation of different tribes and where in America they lived. Researching and understanding life for prairie Indians (homes, hunting, beliefs, jobs of men/women/children). Considering and learning about how the Native Americans were affected by the new settlers (disruption of life, battles between tribes and US armies – including Little Bighorn, ultimate defeat of Native Americans and loss of their way of life). Exploring who were the homesteaders and how they lived on the Great Plains (Homestead Act of 1862 and pressures of the railroad, difficulties of living on the Plains and how these were overcome). Exploring the romantic vs realistic view of cowboys. Understanding life as a cowboy and living on the trail.</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>predictions for new values, suggest improvements and raise further questions</p>	<p>routes</p> <ul style="list-style-type: none"> - 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>Art and design</p> <p>Focus – Native American artwork</p> <p>Exploring spiritual images and traditional sand art, developing own techniques for creating own versions of this style of art.</p> <p>Exploring a false face mask and why these were used by the Iroquois. Researching and comparing different designs, considering styles and effective decoration. Designing, crafting and making “false face masks” in the style of the Iroquois.</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - Explore and collect visual and written information - Make comments on ideas/methods/approaches used in own work and others work - Use different grades of pencil to show different tones - Use a range of mark making skills with different media - Use paint and pastel for contrasting textures/colours - Study other artists’ work and experiment with their style 	<p>Design Technology</p> <p>Focus – Textiles</p> <p>Exploring the reasons behind patchwork quilts (art and necessity) and why these were essential for life on the Great Plains. Examining examples and materials used. Exploring patterns, colours and sewing techniques. Considering materials to be used in patchwork quilts and developing sewing skills. Designing and making a patchwork square as part of a class quilt.</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 	<p>Computing</p> <p>Focus – Coding</p> <p>Using coding models (Scratch) to design and write programs/algorithm to complete goals/outcome. Experimenting with coding and creating basic algorithm to create a sequence before expanding into more complex designs. Developing confidence with using coding programs independently to complete set goals. Creating own coding sequences and recognising ways to correct errors. Design and write programs to complete coding sequences. Explore how to solve problems by breaking down into smaller parts and sequencing.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To understand that efficient procedures/algorithms can be used to solve problems and to plan for specific outcomes. • To design and write programs that accomplish specific goals. • To solve problems by decomposing them into smaller parts. • To use sequence, selection and repetition in programs. • To use logical reasoning to explain how a

		<p>simple algorithm works and to detect and correct errors in algorithms and programs.</p>
<p>French</p> <p><u>Key skills:</u></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 (French Market days, Y6 French trip) 	<p>Religious Education</p> <p>Focus – Religious Art and Symbols Christianity – Bible Art Islam – Islamic Art Native America – See Art unit</p> <p><i>Further Religious Education cross curricular links throughout topic exploring spiritual beliefs/practices of Native America/indigenous peoples of America.</i></p> <p><i>Exploring how Christianity impacted on the lives of the pioneers and settlers.</i></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>Music</p> <p>Focus – Jazz (Term 5 and 6)</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Listen and complete music appraisal for a range of jazz numbers - Develop understanding of the style of music of jazz - Practise and develop rhythm to the style of jazz - Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency and control - Develop confidence with using a range of instruments - Listen with attention to detail and recall sounds with increasing aural memory - Learn and perform a jazz composition - Improvise own jazz score using different instruments - Compose a set jazz piece to be performed at the end of the unit - Understand and use musical terminology correctly
<p>Physical Education</p> <p>Focus – Swimming and Rounders (Term 5) Swimming and Cricket (Term 6)</p> <p><u>Key Skills:</u></p>	<p>Forest School</p> <p>Continuing – Dig for Victory gardening project.</p> <p>Using the Round House and wildlife garden to explore Native American spiritual beliefs and traditional stories.</p>	<p>Stunning start: Native American – Welcome to the Wild, Wild West! On arrival, children will be transported back to the days of the pioneers. Year 6 will get a real taste for life on the Great Plains!</p> <p>Marvellous middle: Grab Your Partner and Do-Si-Do! Grab your hat and partner up – it’s Wild West dancing</p>

- 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
- Understand fielding tactics
- Develop batting and catching skills
- Demonstrate precision, control and fluency
- Develop pace in swimming
- Develop and demonstrate a range of swimming strokes
- Develop confidence with swimming for an increased length/distance
- Develop understanding of using breathing techniques to develop pace and rhythm

Moulding and carving wood
Using natural elements to create art

time! Year 6 will complete a workshop learning line and square dancing. Do you have what it takes to impress the Sheriff of the Town? Welcome to the West Factor where putting your best foot forward will make you the star of the town!

Fabulous finish: Year 6's Leavers Show – our final performance at Polegate School, it's going to be a musical spectacular!