Year 6 - Term 5 and 6

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| **Topic Title – Curious Cases and Murderous Mysteries (Ancient Egypt)** | | |
| Science  **Focus - Term 5 and 6**  **Animals including humans**  Key Skills/Objectives  - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  -Describe the ways in which nutrients and water are transported within animals, including humans.  Key Skills:   * 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 | Geography  **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 other locations. Identify environmental regions, key physical and human characteristics and major cities/towns (link to Egypt exploration).  **Focus – Human Geography:** identify settlement and land use within Egypt, explore economic activity including trade links, and the distribution of natural resources (link to study of Egypt).  **Focus – Case Study**  Comparing and contrasting between The River Nile and a local river. Studying the features of rivers and their importance to local settlements.  Key Skills   * Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? * Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)? * Can I explain and discuss a range of reasons for geographical similarities and differences between countries? * Can I identify and describe how the physical features affect the human activity within a location? * Can I explain how countries and geographical regions are interconnected and interdependent? * Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? * Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle? * Can I describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water? * Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location? * Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land? | History  **Focus - Ancient Egypt**  **How did Egyptian beliefs impact daily life?**  **Overall focus:** Looking through the discoveries ofEgyptologists to understand what life was like over 2000 years ago. Focusing on the role of Pharaohs and influence. Exploring the purpose of Pyramids and how these were built and their influence in the modern world.  Key Skills:   * Independently sequence key events, objects, themes, societies and people in Egypt using dates, period labels and terms. * Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Can explain the role and significance of different causes and effects of a range of events and developments. * **Construct** informed responses that involve thoughtful selection and organisation of relevant historical information * Make confident use of a variety of sources for independent research * **Evaluate** evidence to choose the most reliable forms. * Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. * Can compare similarities, differences and changes within and across the periods studied. * Investigate own lines of enquiry by posing questions to answer * Can reach a valid and substantiated conclusion to an enquiry |
| Art and design  **Focus – Flowers: Georgia O’Keeffe**  **Painting**  Exploring the art work of Georgia O’Keeffe and how her passion for being the outdoors inspired her to create giant piece of art. Children will be using paint and various other mediums to create their own pieces inspired by their own passions and message.  • Create shades and tints using black and white.  • Choose appropriate paint, paper and implements to adapt and extend their work.  • Carry out preliminary studies, test media and materials and mix appropriate colours.  • Work from a variety of sources, inc. those researched independently.  • Show an awareness of how paintings are created (composition). | Design Technology  **Focus –** Mechanisms – Cranes  Children will be exploring how crane are made, how they are used and how they impact modern urban landscape. Understanding the origins of cranes and mechanisms involves going back to the Ancient Egyptian times and understanding how they build such large structures with limited technology. Children will research and investigate to design their own and applying their understanding from Design and Technology. Children will put their crane to the test.  Key skills:   * 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 | Computing  **Creative 3D designs T1**  **More and more has the world become digitalised, even in the design sector. This term we will be introducing** Computer-aided design, (CAD), where the children will use various platforms to design their own lighthouse in the digital world.    Key skills:   * To use a computer to create and manipulate three-dimensional (3D) digital objects * To compare working digitally with 2D and 3D graphics * To construct a digital 3D model of a physical object * To identify that physical objects can be broken down into a collection of 3D shapes * To design a digital model by combining 3D objects * To develop and improve a digital 3D model   **Python functions term 2**  Learn how to handle input and outputs with reusable functions in Python.  Key Skills:   * create a simple program which defines and calls a function to draw a square   • use a parameter to set the size of the squar |
| French  **Focus: (Term 5)**  **1**-Culture: All you need to know about Paris.  From visual and written information given about Paris.  Children will make a poster to promote the tourism in Paris. Art skills (collage, drawing) and writing sentences with fronted adverbials following a given stem.  e.g.: In Paris, we can go to a fashion show  À Paris, on peut aller à un défilé de mode.  2- Countries and places where people leave.  **Vocabulary**:  Oú habites-tu? Where do you live?  J’habite en Angleterre, en Ecosse, en Irelande du Nord, au pays de Galles.  J’habite au bord de la mer, à la montagne, à la campagne, dans une petite ville, dans une grande ville, dans un village.  Belgique-, Luxembourg, Allemagne, Suisse, Italie, Espagne.  **Grammar**:   * Positive and negative form. * j’habite en Angleterre. Je n’habite pas en France. * J’habite au bord de la mer. Je n’habite pas à la montagne. * Verb to live – Habiter Present tense. * J’habite, tu habites, il/elle habite.   3- Singing a song about Paris.  Key skills:   * Explore and collect visual and written information * I pronounce words correctly. * I understand the main point in short written texts. * I use dictionary to work out meaning or to expand my vocabulary in a specify topics learnt. * I write short texts on familiar topics. * I am beginning to read on familiar topics independently. * 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)* * Speaking/listening skills I understand main point from short spoken passages. * I take part in a brief task, using visual or other clues to help me to respond.   **French – Transports and time. (Term 6)**  **Culture**: French culture this term is about the French revolution.  King Louis XVI and Queen Marie-Antoinette  **Vocabulary:**  Une voiture, un avion, un bus/autobus, un metro, un taxi, un bâteau, un velo, une bicyclette, un cheval, à pied, une moto.  We are learning time in digital form.  This will help the children to practice their numbers.  e.g., 10:30 Dix heures trente.  22.30 Vingt-deux heures trente.  13:45 Treize heures quarante-cinq.  **Grammar:**   * Prepositions – en - à * En voiture/by car - à pied/on foot. * Verb to go/aller in present tense * Je vais, tu vas, il va, elle va, nous allons, vous allez, ils vont, elles vont. * E.g. Je vais à l’ecole à pied. Je vais en vacances en avion   Key skills:   * I use dictionary to work out meaning or to expand my vocabulary in a specify topics learnt. * Use short phrases to respond * Develop a growing vocabulary * Write sentences using expressions learnt * Speaking/listening skills I understand main point from short spoken passages. * I understand simple written phrases. * I can say simple phrases from a familiar topic. * I can write simple written phrases independently from a familiar topic. | Religious Education  **Justice and freedom** – looking at a range of different religious views on justice and freedom and comparing them.  **Justice** – Comparing The Judgement of King Soloman (Judeo-Christian) and The Crying Camel (Islam) story with their view of justice.  Key Skills:   * 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 | Music  **Focus – Instruments: Ukulele**  **PITCH**  Key Skills:   * Listen to and complete music appraisal for a range of genre * Develop understanding of the range of cords Ukulele * Practise and develop rhythm and beat * Play and perform in solo and ensemble contexts, using their instruments with increasing accuracy, fluency, and control * Explore the melody and the way the notes change from low to high and vice versa. * Develop confidence in performance * Develop and strengthen co-ordination * Listen with attention to detail and recall sounds with increasing aural memory. * Understand and use musical terminology correctly |
| Physical Education  **Focus – Swimming and Rounder’s (Term 5)**  **Swimming and Invasion Games (Term 6)**  Key Skills:   * 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 * Understand and use rhythm and spatial awareness * Understand, use and demonstrate dance terminology and technique * Modify performances and look for ways to improve | **PSHE:**  **Healthy Me:**   * Know how to take responsibility for their own health * Know what it means to be emotionally well * Know how to make choices that benefit their own health and well-being * Know about different types of drugs and their uses * Know how these different types of drugs can affect people’s bodies, especially their liver and heart * Know that stress can be triggered by a range of things * Know that being stressed can cause drug and alcohol misuse * Know that some people can be exploited and made to do things that are against the law * Know why some people join gangs and the risk that this can involve   **Relationships:**   * Know that it is important to take care of their own mental health * Know ways that they can take care of their own mental health * Know the stages of grief and that there are different types of loss that cause people to grieve * Know that sometimes people can try to gain power or control them * Know some of the dangers of being ‘online’. Repeating risks of online communities/ gamings * Know how to use technology safely and positively to communicate with their friends and family   Transition week to Secondary school: Managing change and the emotions that come with this and building relationships with new teachers | **Stunning start:** **The Pharaoh’s Fate** On arrival, children will be transported to Thebes and the year 1255 BC. A serious plot has been uncovered which threatens the life of the Pharaoh – Ramesses II, the King of Egypt. As a loyal subject to the King, the children must use their knowledge of Ancient Egypt to solve a series of clues and protect the Pharaoh. His life is in their hands!  **Marvellous middle:** **Sleuthing in the Pyramids!** A tomb has recently been discovered and the distinguished Lord Gabriel Montgomery has led an expedition to uncover its secrets. However, in the night, just after the tomb had been broken into, Lord Montgomery was murdered! Local rumours claim he fell victim to a terrible curse however his family insist otherwise and demand answers. The expedition has ground to a halt and Year 6 are needed to solve the case! **Whodunnit? That is for Year 6 to decide!** Arriving for the day as a 1920’s Egyptologist, Year 6 will have 7 suspects to investigate, a crime scene to explore and evidence to analyse as they race against time to find the true suspect…  **Fabulous finish**: **Hindleap Warren**  What a way to end the year! We will be off on our end of primary school adventure where the children will learn team work skills, facing their fears before their next step. |