Year 6 - Term 3 & Term 4

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| **Topic Title – Belonging** | | |
| Science  **Focus – Living things and habitats (Term 3)**  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).   * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. * Give reason for classifying plants and animals based on specific characteristics   **Focus – Inheritance and Evolution (Term 4)**  Exploring how living things change over time and that  fossils provide information about living things that inhabited Earth millions of years ago. Recognising how living things produce offspring of the same kind and how inheritance demonstrates traits. Exploring how offspring vary and are not completely identical. Identifying how plants and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution and explore examples of evolution that have taken place. Research and understand important scientists who have influenced the work and scientific field in genetics, inheritance and evolution.   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways that adaptaion may lead to evolution   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**:  **Locational Knowledge –**  **Natural disasters**  We will be focusing on causes of human displacement. The children will explore the causes of natural disasters and how some humans have adapted to lifestyles to survive these dangerous phenomena.  **Focus- Place knowledge**  Exploring natural hazards and their affects. Children will complete an enquiry into tornadoes and consider how these affect civilians in well-developed countries and less-developed countries as well as the severity of different tornados and how this can affect a country’s population, environment and economic well-being.  **Focus – Geographical skills:** use maps, atlases, globes and digital mapping to locate countries, describe features studied and complete research for own lines of enquiry  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 explain how locations around the world are changing and explain some of the reasons for change? * Can I collect and analyse statistics and other information in order to draw clear conclusions about locations? * 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 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? | History  **Migration patterns and the impact of the British Empire (Term 5)**–  Where did migration start? We will be exploring the migration throughout history and how the human race has depended on migration for survival.  We will be explore the impact of the British Empire on Britain and the colonies.  **Windrush (Term 6)** After WWII, most of the West Indian servicemen and women were demobbed and returned to their homes in the Caribbean. RAF Serviceman Baron Baker was demobbed in 1948, but decided to settle in London.  The British national self-image has been thoroughly remodelled in a very short time. Britain offers the example of a nation that can live well together with a new and inclusive concept of citizenship. In a sense, the journey of the Windrush has never ended.  Key Skills:   * 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 * Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions * **Evaluate** evidence to choose the most reliable forms. * Know that people both in the past have a point of view and that this can affect interpretation. * Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. * Investigate own lines of enquiry by posing questions to answer. * Can reach a valid and substantiated conclusion to an enquiry e.g pose questions, select appropriate evidence and use this to produce a valid conclusion. |
| Art and design  **Focus art work – Textiles**  **Focus artist – Fashion around the world**  **Key skills –**   * Create sketch books to record their own observations and use them to review, revisit and create their own ideas in the style of a specific style of art. * Join fabrics in different ways, including stitching. *  Use different grades and uses of threads and needles. *  Extend their work within a specified technique. *  Use a range of media to create collage. *  Experiment with using batik safely. * Awareness of the potential of the uses of material. *  Use different techniques, colours and textures etc when designing and making pieces of work. * To be expressive and analytical to adapt, extend and justify their work. | Design Technology  **Focus –** Electrical system – Create a light house  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  **Focus – Python graphics** Learn how to use the turtle graphics module in Python.   * explain the commands needed to start programming the turtle * understand the effects of the commands: forward, right and left * know how to effect the direction or length by entering numerical values * understand the importance of sequence in the code   **SPRING 2 Web page creation**   * **To review an existing website and consider its structure** * **To plan the features of a web page** * **To consider the ownership and use of images (copyright)** * **To recognise the need to preview pages** * **To outline the need for a navigation path** * **To recognise the implications of linking to content owned by other people** |
| French **–**  **Focus-** **Revision of introducing yourself and jobs. What will you be when you grow up? (future tense).**  **(Term 3)**  **Vocabulary :**    Jobs / métiers)  Pompier – Moniteur/monitrice de ski – Professeur(e)  Médecin - Aviateur/aviatrice -coureur/coureuse auto  Soldat – Dentiste - coiffeur/coiffeuse  Fermier/fermière – Artiste  **Future tense – 1st person**  Je serai  Aims: Questions/answers Speaking/listening with confidence  Comment tu t’appelles ? Je m’appelle Sonia.  What’s your name ? Je m’appelle Sonia.  Quel âge as-tu ? J’ai 10 ans.  As-tu des frères et des sœurs ? J’ai un petit frère et une grande soeur.  .Où habites-tu ? J’habite en Angleterre.  Quel temps fait-il ? Il fait beau et il fait chaud.  Read/listen to a short story in French – Classic tale.  **Grammar:**   * Writing sentences using the future tense in 1st person * Using the future tense and according the adjective to the noun * Il est grand (He is tall/grown up)/Elle est grande (She is grown up/tall).   Masculine: Quand je serai grand. Je serai coiffeur  Féminine : Quand je serai grande, je serai coiffeuse    **French Term 4**  **Focus: Food and drinks**  **Vocabulary:**  Un chocolat chaud  Un jus d’orange  Un jus de pomme  Une eau minérale  Un verre de lait  Un sandwich au jambon  Un sandwich au fromage  Une crêpe au sucre  Un gâteau au chocolat  Une tranche de pizza  Des Frittes  Des chips  Une glace au chocolat  **Ordering food and drinks and paying.**  Je voudrais une limonade s’il vous plait.  C’est combien?  C’est 2 euros s’il vous plait.  It’s 2 euros, please.  J’ai soif  J’ai faim  **Grammar :**  Positive and négative form.  J’aime le gâteau au chocolat. Je n’aime pas le café.  Use of the conjonction PARCEQUE  J’aime le gâteau au chocolat parceque c’est délicieux.  Je n’aime pas le café parceque c’est amer.  Verbs to eat - Manger - Present tense. Verbs to drink – Boire – Present tense  Expressing needs related to food and drinks.  J’ai soif, je bois de la limonade –  J’ai faim, je mange un sandwich au jambon.  Food song “En voici en voilà!”  French culture: Easter in France.  Key Skills :   * Explore and collect visual and written information * I pronounce words correctly * I understand multiple questions asked by native speakers and answer them adequately with confidence * Talk about interests and preferences * I understand the main point in short written texts * 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 | Religious Education  **Focus – Christianity –**  Term 3- Is anything ever eternal?  Term 4 – Is Christianity still a strong religion 2000 years after Jesus was on Earth?  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 – Sea Shanty’s**  **TIMBRE**  Key Skills:   * Listen and complete music appraisal for a range of Sea Shanty * Develop understanding of origin and purpose of Sea Shanty’s * Practise and develop rhythm and beat to the style of sea shantys * 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 including discussions on timbre * Listen with attention to detail and recall sounds with increasing aural memory. * Understand and use musical terminology correctly# * To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. |
| **Focus – Hockey and gymnastics (Term 3)**  **Focus - Netball and dance (Term 4)**  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:**  **RSHE:**   * I can recognise that images in the media, including online do not always * reflect reality * I understand that the unrealistic media images of the body can have a * negative impact on how people feel about themselves * I have considered ways to feel positive about myself and celebrate my body * I can name the sexual organs of a man and a woman * I know how a man and a woman have sexual intercourse * I understand how sexual intercourse can lead to reproduction * I know the correct terms to describe gender and sexuality * I know that treating someone as ‘wrong’ or ‘less than’ because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying * I have considered appropriate ways to communicates about gender and sexuality * I know that the cultural practice of female genital mutilation is against * British law * I know that female genital mutilation constitutes abuse and is a crime * I know how to support a friend who I am worried might be at risk of female * genital mutilation * I know that infections can be shared during sexual intercourse * I am aware that infections spread easily, and to lots of people * I know a condom can help reduce the spread of infections * I have considered a range of problems that may affect people of my age * I have identified different sources of help, advice and support for a range * of problems * I feel confident to ask for help and to help other people to ask for help if needed * **Dreams and Goals:** * Know their own learning strengths * Know a variety of problems that the world is facing, discussing global issues and exploring places where people may be suffering or living in difficult situations * Know some ways in which they could work with others to make the world a better place * Know how to set realistic and challenging goals to stretch boundaries of own learning ‘learning without limits’ * Continue to reflect and self-assess against own learning targets set in class, develop own success criteria’s | **Stunning start:** **A Storm’s A Brewing!** On arrival, children will discover a powerful tempest has been unleashed and is threatening to wreck a ship. They will use their performance skills to explore this famous opening scene of Shakespeare’s *The Tempest* before improvising, creating and performing their own version of the opening scene.  **Marvellous middle:** Becoming Journalists  We will be becoming journalists and diving deep into the journey’s and experiences of migrant boats arriving. We will be focused on fact and opinion, and interviewing first hand witnesses.  **Fabulous finish**: **All The World’s A Stage Fashion Show**  How does fashion show who we are, our sense of self and how we belong in society?  We will be exploring fashion around the world and how textiles can represent societies and beliefs.  This is an opportunity for year 6 to develop their sense of self |
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