

Topic Title – Sail Away		
<p>Science</p> <p><b>Focus – Living things and habitats (Term 5/6)</b> 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><b>Focus – Inheritance and Evolution (Term 6)</b> 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.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests</li> </ul>	<p>Geography</p> <p><b>Focus - Human &amp; Physical Geography: Locational Knowledge –</b> Identifying different counties and regions within the UK.</p> <p><b>Focus- Place knowledge</b> 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.</p> <p><b>Focus – Geographical skills:</b> use maps, atlases, globes and digital mapping to locate countries, describe features studied and complete research for own lines of enquiry</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Locate places on a world map</li> <li>- Use atlases to find out about other features of places, e.g. mountain regions, weather patterns</li> <li>- Use a scale to measure distance</li> <li>- Confidently use an atlas and recognise a world map as a flattened globe</li> <li>- Use 8 compass points confidently and accurately and use them to plan, describe journeys and routes</li> <li>- Use keys and grid references</li> </ul>	<p>History</p> <p><b>Sensational Shakespeare (Term 5 and 6)</b>– exploring the life and times of William Shakespeare Learning about who William Shakespeare was and why he is still considered an important, influential figure today. Exploring the language created by Shakespeare – traditional use and modern use. Considering differences between facts and opinions – using sources to understand what is actually known about Shakespeare, his family, his life and his achievements. Understanding why some sources are unreliable as they had been written later or lost. Considering real life experiences and historical events that influenced Shakespeare during his time of writing <i>The Tempest</i>.</p> <p><b>Age of Discovery (Term 6)</b> Understanding the important role that overseas exploration and scientists held in developing greater knowledge of the wider world, mapping the earth accurately, discovering new lands, introducing new culture and making scientific discoveries (including. Raleigh, Drake, Columbus, Charles Darwin).</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Understanding different types of causes of an event/s</li> <li>- Describe and make links between events/changes</li> <li>- Give detailed reasons for events and changes</li> <li>- Use sources of information to support ideas</li> </ul>

<ul style="list-style-type: none"> <li>- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>- 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</li> <li>- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use 4 figure co-ordinates to locate features on a map</li> <li>- To be able to describe and discuss how and why people live in an area</li> <li>- Identify and compare features</li> </ul>	
<p>Art and design  <b>Focus art work – Art Noveau</b>  <b>Focus artist – Gustav Klimt</b>          Exploring Art Noveau art work and comparing with other styles. Talking about the features and inspirations for this art work. Key art founders. Children to create their own picture frame in the style of Gustav Klimt’s art work. Children using a and selecting a range of art media to best create their own work.</p> <p><b>Portraits –</b>          Link to topic – Guinevere portrait drawing to go inside the frame. Improving their mastery of art including drawing and shading.</p> <p><b>Key skills –</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Design Technology  <b>Focus – Building own set designs linked to The Tempest.</b>          Children will explore a range of set designs and the components that make them work. They will research and investigate popular set designs from across the years. Children will design and create their own set design, applying their understanding from Design and Technology as well as their topic understanding from their <b>Tempest</b> unit of work. They will make and then evaluate their set designs. Links with science with our light topic.</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>- Collect ideas</li> <li>- Design products with a clear purpose</li> <li>- Communicate ideas through discussions, explanations and drawings</li> <li>- Explore and use suitable materials</li> <li>- Reflect on designs</li> <li>- Use measuring accurately</li> </ul>	<p>Computing  <b>Focus – We are APP planners</b>          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"> <li>- To research capabilities of smartphones and tablets, understanding the logistics of these</li> <li>- To understand how smartphones and tablets support communication and collaboration in the modern world</li> <li>- To continue to learn to stay safe when using the internet and computer devices</li> </ul>

	<ul style="list-style-type: none"> <li>- Shape and mould materials to match purpose/design</li> <li>- Create and build products</li> <li>- Test products with a focus audience</li> <li>- Evaluate and review final product</li> </ul>	<ul style="list-style-type: none"> <li>- To explore how apps are created and the logistics behind these</li> <li>- To investigate a problem that could be solved by using a smartphone or tablet app</li> <li>- To design an APP based on research (for investigation problem)</li> <li>- To pitch ideas and share detailed designs</li> <li>- To use correct ICT terminology</li> <li>- To review designs and share these</li> </ul>
<p>French</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>- Explore and collect visual and written information</li> <li>- Take part in short conversations</li> <li>- Ask and answer simple questions</li> <li>- Talk about interests</li> <li>- Use short phrases to respond</li> <li>- Develop a growing vocabulary</li> <li>- Write sentences using expressions learnt</li> <li>- Apply skills taught through oral conversations and extra-curricular events (<i>French Market days, Y6 French trip</i>)</li> </ul>	<p>Religious Education</p> <p><b>Focus – Religion around the world. Morals of the story.</b></p> <p><b>Christianity</b> – The Church, Holy Communion, Mass, Creed</p> <p><b>Islam</b> – The story of Muhammed. Looking at role models.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Describe and understand religious sources, stories and beliefs</li> <li>- Suggest similarities and differences between beliefs and religions studied</li> <li>- Describe the importance of key figures in a religion and reasons why they were influential</li> <li>- Recognise places of worship and why these are important</li> <li>- Recognise key religious festivals and why these are celebrated</li> </ul>	<p>Music</p> <p><b>Focus – The Greatest Showman</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Listen and complete music appraisal for a range of old school hip hop numbers</li> <li>- Develop understanding of the style of music of hip hop</li> <li>- Practise and develop rhythm and beat to the style of hip hop</li> <li>- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> <li>- Develop confidence with using voice</li> <li>- Develop and strengthen vocal range</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Understand and use musical terminology correctly</li> </ul>
<p>Physical Education</p> <p><b>Focus – Swimming and Gymnastics (Term 5)</b> <b>Swimming and Invasion Games (Term 6)</b></p>	<p>Forest School</p> <p><b>Links with Science</b> – Exploring habitats , natural environments, adaptation of living creatures within a particular environment.</p>	<p><b>Stunning start: A Storm’s A Brewing!</b></p> <p>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 <i>The Tempest</i> before improvising, creating and performing their own</p>

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

version of the opening scene.

**Marvellous middle: The Language of the Bard!**

Journey back with us to the Elizabethan times and the world of William Shakespeare. Year 6 will have the opportunity to learn more about England's most famous Bard. They will become biographers and research his life, become interviewers and pose questions to be answered through research, explore and perform his most famous lines and idioms before creating their very own Shakespearian hyperboles and insults in the style of the Bard himself. Do you have what it takes to write like the Bard of Avon?

**Fabulous finish: All The World's A Stage**

Year 6 are budding designers who have been tasked with creating the set for the Tempest! They will select a scene from the play and create a set design before building a miniature version of their set as a final piece.