

Science

Unit Title—Living Things and Their Habitats

Scientist Focus—Carl Linnaeus

Key Knowledge—how animals can be classified based on their similarities and differences; that the Linnaean system is widely used to classify all living things; the different levels within this system; that microorganisms can be useful and harmful; to know some uses of microorganisms and some of their dangers; how to describe the different characteristics of microorganisms

Key Vocabulary—classify, classification, compare, domain, Linnaean, kingdom, class, phylum, order, family, genus, species, characteristics, vertebrates, invertebrates, microorganism, organism, flowering, non-flowering

Key Skills Developed—design and carry out an investigation using controlled, independent and dependent variables; explain predictions using prior knowledge; draw conclusions from their investigation; use correct scientific terminology to classify organisms

History/Geography

Unit Title (Geography)—Rivers

Key Knowledge—understand how rivers are formed; understand that the features a river and the surrounding landscape change from source to mouth; understand the factors that cause rivers to flood; understand what happens to the physical environment when flooding occurs; understand the human impact of a major flood event; understand how to prepare for flooding; name and locate the five longest rivers in the UK; understand the key features of an OS map; to understand the key features of the River Thames; understand how waterfalls are formed and their key features; to know some key global and national waterfalls

Key Vocabulary—source, upper course, middle course, lower course, channel, v-shaped valley, tributaries, erosion, transportation, deposition, undercutting, meander, oxbow lake, mouth, estuary, delta, precipitation, surface run off, throughflow, confluence, bankfull, discharge, overbank flow, flood plain, watershed, recede, overhang, plunge pool, gorge

Key Skills Developed—use maps and atlases; use ieHg points of a compass; four and six figure grid references; use OS symbols and keys; field work skills including a study of streams in Prestwich Clough

Art/Design Technology

Unit Title—Landscapes

Artist Focus—David Hockney

Key Knowledge—Hockney is a significant living British artist; he uses colour and realistic sketching in his work; he has used a variety of techniques throughout his career including acrylic paint, photographic collage and drawing on iPads; he is well known for his landscape paintings, portraiture and his swimming pool paintings; the use of bright, vibrant colour is a key feature of Hockney's work

Key Vocabulary—sketch, recreate, landscape, realism, colour, acrylic, critique, collage

Key Skills Developed—sketching, use of colour, use of technology in art (eg using own photographs to create photographic collage), colour mixing, use of paint, using a colour wheel, planning and preparing a larger piece of work

Outcome—Creation of own landscape picture using techniques from the oeuvre of Hockney making personal choices as to the techniques used

PE

Netball

Music—Charanga Unit

Happy—Pop (see Charanga planning attached)

French—Catherine Cheater (see Catherine Cheater planning attached)

Autumn 1

Christian Value—Endurance

Cross-Curricular Maths

Science—presentation of results

Geography—grid references

Cross-Curricular Writing

RE—Diary of a pilgrim; report on Hajj

Geography—Report on field work undertaken

Enhancement Ops

Harvest Festival

Visitor in to talk about pilgrimage in RE

Trip to Prestwich Clough for Rivers unit

Individual project on a significant world river

PSHCE

Learning Intentions: identify goals for the year; understand fears and worries for the future and know how to express them; understand that there are universal rights for all children but for many these are not met; understand that my actions affect other people locally and globally; make choices about my own behaviour and understand how rewards and consequences feel and understand how these relate to rights and responsibilities; understand how an individual's behaviour can impact on a group; understand how democracy and having a voice benefits the school community

Social and emotional development: feel welcomed and valued and know how to make others feel the same; understand own wants and needs can compare these with children in different communities; understand that actions affect myself and others; care about the feelings of others and try to empathise with them; contribute to the group and understand how we can function best as a whole; understand why our school community benefits from a learning charter and how others can be helped to follow it by modelling it

English

Key Texts—Rooftoppers—Katherine Rundell

Grammatical knowledge—relative clauses; modal verbs to indicate possibility; adverbs to indicate possibility; brackets, dashes or commas to indicate parenthesis; expanded noun phrase to convey complicated information concisely; perform form of verb to mark relationships of time and cause; using commas to clarify meaning or avoid ambiguity in writing; synonyms and antonyms

Spelling rules—synonyms; changing -ant words into -ance/ancy words; ce/cy and se/sy words; changing -ent words into -ence/ency words; join a prefix to a root word with a hyphen; join compound adjectives

Key genres—diary; narrative; letter; diary entry; formal reort

Key vocabulary—character; narrative; dialogue; informal and formal language; relative clause; modal verb; adverb; brackets; commas; dashes; expanded noun phrases; perform form; synonym and antonyms

Maths

Focus—Place Value; Addition, Subtraction, Multiplication and Division

Key Knowledge—read write and compare numbers to 10,000,000 and determine the value of digit; round any whole number to a required degree of accuracy; use negative numbers in context and calculate intervals across zero; use the formal method of multiplication; use the formal method of long division dividing 4 digits by 2 digits and interpreting remainders as appropriate; perform mental calculations with large numbers; recognise how to do use BODMAS to calculate in the correct order

Key Vocabulary—million, hundred thousand, ten thousand, thousand, hundred, ten, ones, negative, positive, zero, calculate, accuracy, round; accurate; inaccurate; factors; multiples; prime; reason; addition; subtraction; multiplication; division; square numbers; common; cube numbers;

RE

Unit Title—Life as a Journey

Key Questions—Life is a journey. Do you agree? Why?; In what ways can life be compared to a journey? In what ways does having faith give meaning and purpose to the journey of life?; Is choosing to journey through life as a Christian an easy option? Why? Why not?; Is every person's journey the same? Why not?; Why do people go on a pilgrimage?; Does a pilgrimage have to be to a place of worship?

Key Knowledge—some people undertake a pilgrimage as part of living out their faith; the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christianity, being a Christian and following Jesus' teaching has an impact on a person's life; the life journey of Jesus answers questions about what Christians believe; Christians in many countries across the world are persecuted because of their faith

Key Vocabulary—Journey, pilgrimage, rites of passage and Holy Land

Key Skills Developed—reflect on the similarities and differences between pilgrimages made by Christians and people of other faiths; investigate the impact that following Jesus has on lives; synthesise the features of living life as a Christian;

Computing

Unit Title—Spreadsheets

Key Knowledge—that spreadsheets have a variety of uses and purposes; that spreadsheets can be used to perform a number of calculations; that charts and graphs can be produced in spreadsheets; that data can be stored in spreadsheets

Key Vocabulary—cell, formula, calculate, format, insert, function, row, column, worksheet, workbook

Key Skills Developed—input text and numbers, write simple formulae, use copy and paste functions for repeated calculations, calculate averages, prepare a budget, format number cells, insert chart, insert graph

Science

Unit Title—Electricity

Scientist Focus—Thomas Edison, Nikola Tesla

Key Knowledge—explain the importance of major discoveries in electricity; understand how changing voltage effects a circuit; link this to the brightness of a bulb or loudness of a buzzer; understand variations in how components function; understand the importance of careful and accurate data collection; use results of a prior investigation to increase the accuracy of a further test

Key Vocabulary—electricity, electric current, alternating current, direct current, battery, cell, bulb, wire, switch, motor, buzzer, circuit, voltage, brightness, loudness,

Key Skills Developed— record and analyse observations including data of increasing complexity; explaining variations in results; plan an investigation using independent, dependent and controlled variables; reporting and presenting findings from enquiries, including conclusions and explanations of degrees of trust, in a variety of oral and written forms

History/Geography

Unit Title—Amazing Americas

Key Knowledge—that America is a two continents, North and South; that the two main languages on the continent are English and Spanish; that there are a variety of climates in America and what those climates are; the names and locations of principal rivers in North America; the variety in physical geography in North America and the names and locations of oceans, mountain ranges, deserts and other physical features; the position of the major cities of North America; the key features of Chicago

Key Vocabulary—continent, equator, language, population, trade, economy, river, mountain range, Washington DC, Chicago, Appalachians, Rockies, Mississippi, desert,

Key Skills Developed—locate places on a world map; suggest their own questions for investigation, analyse evidence and grow conclusions, identify significant locations and environments, use atlases to find physical features, use primary and secondary sources of evidence

Art/Design Technology

Unit Title—American Patchwork Quilts

Artist Focus—Robin Cowley; The Aids Memorial Quilt

Key Knowledge—that early American colonial and pioneer women developed the art of quilting and patchwork, that quilting and patchwork uses materials from old clothes etc, that quilts and patchwork can tell a story, that the Aids Memorial Quilt was created to remember those who lost their lives to the disease

Key Vocabulary—textiles, applique, quilting, patchwork, stencil, running stitch, cross stitch, blanket stitch, needle, thread

Key Skills Developed— use of applique to create a design on fabric, creating a design for a purpose, joining materials using a variety of stitches, making choices about techniques to use (eg stencilling, applique) and giving reasons for choices, evaluating work

Outcome—square of a quilt for a memory —linked to Aids Memorial Quilt

PE

Key Skills—dance of the 20th Century, hockey

Key Vocabulary—routine, choreograph, count, rhythm, sequence, ball, stick, dribble, pass, shoot, score

Music—Charanga Unit

Fresh Prince of Bel Air—Hip Hop

French—Catherine Cheater

Term and Focus—Autumn 2

The Lions of Little Rock—Kristin Levine

Christian Value—Peace

Cross-Curricular Maths

Science—presentation of results

Geography—presenting climate information

Art—measuring accurately

Cross-Curricular Writing

RE—Newspaper Report

Geography—Non Chronological Report on Chicago

Enhancement Ops

Virtual visitor to talk about growing up African American in the Deep South

Selling poppies for Remembrance

Virtual Nativity

PSHCE

Learning Intentions: understand there are different perceptions about what normal means; understand how being different could affect someone's life; explain some of the ways in which one person or group can have power over another; know some of the reasons people use bullying behaviours; give examples of people with disabilities who lead amazing lives; explain ways in which difference can be a source of conflict and a cause for celebration

Social and emotional development: empathise with people who are different; aware of their attitude to people who are different; know how it can feel to be excluded or treated badly by being different in some way; give a range of strategies for managing feelings in bullying situations and for problem-solving when I'm part of one; appreciate people for who they are; show empathy with people in either situation

English

Key Texts-The Lions of Little Rock

Grammatical knowledge developed—word classes, subjunctive mood

Spelling rules—Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes microor mini Key genres-eye witness account, chronological report, biography

Key vocabulary—civil rights, segregation, integration, activist, justice, injustice, law, noun, abstract, concrete, common, proper, collective, verb, auxiliary, action, adjective, adverb, determiner, pronoun, conjunction, preposition, subjunctive, mood

Maths

Focus—Fractions; Geometry—position and direction

Key Knowledge—simplifying fractions and finding equivalents; placing fractions on a number line; comparing and ordering fractions by denominator and numerator; adding fractions (including improper fractions and mixed numbers); subtracting fractions (including improper fractions and mixed numbers); multiplying fractions by whole numbers; multiplying fractions by fractions; dividing fractions by whole numbers; finding fractions of an amount; finding the whole from a fraction of an amount; describe positions on the full coordinate grid (all four quadrants); draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Key Vocabulary—fraction, denominator, numerator, mixed number, improper fraction, simplify, multiple, lowest common multiple (LCM), factors, highest common factors (HCF), simplify, equivalent, multiply, divide, coordinate, x axis, y axis, quadrant, translate, reflect

RE

Unit Title—How do Christians prepare for Christmas?

Key Questions—What is Advent? When is Advent? Why is Advent a time of preparation? What is being prepared for during Advent? What has this unit taught you about what it means to be a Christian? What has this unit taught you about Christian beliefs? Have you learnt anything about yourself from this unit?

Key Knowledge—Advent is a time when the church focusses prayer on the second coming of Christ; different denominations within Christianity hold differing beliefs about the importance and status of Mary; the themes of Advent tell the 'big story' of God's salvation plan; Christians believe that Jesus is the promised Messiah, but Jewish people do not.

Key Vocabulary—Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary

Key Skills Developed—describe the symbolism, practices, beliefs and themes of the season of Advent; explain the ways in which Jesus fulfilled the Old Testament Prophecies; express and explain their hopes and dreams for the future; use religious vocabulary to show they understand the themes of Advent; express their opinion about what they think the message of John the Baptist would be today.

Computing

Unit Title—Scratch Animated Stories

Key Knowledge—that programming has its own languages, that computer programs can need debugging, that timings can be used in programs along with variables, that repetition of commands can be used to create programs

Key Vocabulary— program, algorithm, debug, repetition, animate, animation, repeat, remix, iteration, broadcast, sequence, deconstruct, visible, invisible, transition

Key Skills Developed Use rapid costume changes to give an animation effect. • Add interactive features to a scene. • Program the use of a single button to control background changes. • Control smooth transitions between characters, scenes and audio. Create a sequence of story scenes with added audio. • Structure and sequence the animation of characters in each scene. • Use the repeat command to create animation effect. • Make a character visible or invisible at the correct times.

Science

Unit Title—Evolution and Inheritance

Scientist Focus—Charles Darwin

Key Knowledge—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 and that adaptation may lead to evolution.

Key Vocabulary—offspring, environment, fossil, plants, animal, variation, genes, DNA, natural selection, inherited traits, habitat, evolution, inheritance, adaptive traits, adaptation, fossilisation

Key Skills—to observe differences in living things, to use keys and data to find information, to classify different living creatures

History/Geography

Unit Title—Leisure and Entertainment in the 20th Century

Key Knowledge—understand how cinema changed over the 20th Century; understand how and why football changed over the 20th century ; how young people’s lives were different in the 1960s compared with today.; understand why Holiday Camps became popular in Britain; understand how important television has been to British people; see how changes in 20th century technology affect our lives today.

Key Vocabulary—primary source; secondary source; footage; decade; century; entertainment; leisure; population; impact

Key Skills Developed—use of source material such as original film footage and photographs; how to describe changes over a period of time; consider ways of checking accuracy of information; how to place historical events into context

Art/Design Technology

Unit Title: Photography

Key Knowledge: understand that there are various genres of photography; understand how to use different subjects to compose a photo; understand that lighting , angle, focus and zoom can change the effect of a photo; know the work of some famous photographers including Ansell Adams, Annie Lebowitz and Mario Testino

Key Vocabulary: focus, zom, macro, portrait, landscape, journal, subject, compose, colour, lighting

Key Skills Developed: experiment with a range of photography genres including macro ,action, portraiture, journaling and concept; use black and white and colour in their photos and explain their choices; consider key aspects such as lighting and composition and explain their choices

PE

Key Skills—long distance running, building stamina and improving technique: netball hand-eye coordination, understanding rules, collaboration and team work

Key Vocabulary—sprint, jog, endurance, fitness, net, spike, jump, pass

Music and French are not currently being taught due to lockdown. Will be intensively taught during return to school

Term and Focus—Spring 1– YEAR 6

Spit Nolan—Bill Naughton

Christian Value—Trust

Cross-Curricular Maths

Science—presentation of results

History—Interpreting Data

Cross-Curricular Writing

RE—Letter of recommendation for Moses, Miriam’s diary

History—Historical Report on entertainment in 20th Century

Science—Write up of investigations

Enhancement Ops

Interview with member of older generation re technology

PSHCE—Dreams and Goals

Learning Intentions: I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal); I understand why it is important to stretch the boundaries of my current learning; I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these; I can set success criteria so that I will know whether I have reached my goal; I can identify problems in the world that concern me and talk to other people about them; I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations; I can work with other people to help make the world a better place; I can empathise with people who are suffering or who are living in difficult situations; I can describe some ways in which I can work with other people to help make the world a better place; I can identify why I am motivated to do this; I know what some people in my class like or admire about me and can accept their praise; I can give praise and compliments to other people when I recognise their contributions and achievements

English

Key Texts-The Goalkeeper’s Revenge and Other Stories

Grammatical knowledge developed-word classes—relative clauses; past and present tenses including progressive and perfect forms; subjunctive mood

Spelling rules—words ending in –able; common word families; words ending in –ably; prefixes mini and micro

Key genres-diary; narrative; newspaper report; obituary; letter

Key vocabulary—character; slang; formal; language; direct speech; inverted commas; dialect; relative pronoun, relative clause; subjunctive; mood; past participle; progressive; simple; perfect; regular verb; irregular verb

Maths

Focus—Decimals, percentages, algebra

Key Knowledge—understanding value of digits after the decimal place; multiplying and dividing by 10, 100 and 1000; dividing decimals by integers; understanding the link between decimals and fractions; converting fractions to decimals; converting fractions to percentages; recognising equivalent fractions, decimals and percentages; ordering a combination of fractions, decimals and percentages; finding a percentage of an amount; finding a whole from a percentage or a percentage from a whole; finding a rule; how to form an expression; substitute into simple expressions to find a value; substitute into familiar formulae (eg area and volume); use algebraic notation; solve one step equations; solve two step equations; find pairs of values

Key Vocabulary—digit, multiply, divide, value, fraction, decimal, integer, tenths, hundredths, thousandths, place value, decimal place, place value holder, percentage, equivalent, amount, convert, ascending, descending, quantity, formula, function machine, equation, input, output, one-step/two-step function, rule, expression, algebraic, variable, represent

RE

Unit Title—Why is the Exodus such a significant event in Jewish and Christian history?

Key Questions—Why did God choose Moses? Why is the Exodus such a significant event in Jewish and Christian history? What is freedom? Why is freedom important? What does it mean to be free? Why is it important to remember?

Key Knowledge—that the Exodus is a significant event in Jewish and Christian history; that the Seder is a special meal celebrated by Jews on the first evening of the festival of Passover, that Christianity is rooted Judaism and Jesus celebrated the Passover, that for Jewish people the events of the Exodus and Passover are very important, that Christians remember the Passover and the Last Supper during the Eucharist

Key Vocabulary—Moses, Exodus, Israel, freedom, slavery, Seder, Passover

Key Skills Developed—retell bible stories highlighting connections to their own and other cultures and faiths, make links between events of the OT and NT and worship, understand what freedom is and how this links to Passover, explain why events of the OT and NT are not forgotten, understand the differing ways that different faiths remember and celebrate events from the OT

Computing

Unit Title: E Safety

Key Knowledge: learn not to reveal private information to a person they know only online; recognise their own responsibility in being a good digital citizen; recognise what phishing is and how to avoid it; know the signs of cyberbullying and what they can do if it occurs; understand that the internet is full of gender stereotypes and how this can play a role in forming our own ideas

Key Vocabulary: phishing, privacy, digital balance, bystander, upstander, cyberbullying, stereotyping, gender

Key Skills: to navigate the internet safely; to understand their role in staying safe and keeping others safe; to understand why privacy is important online

Science

Unit Title—Human Body including the circulatory system

Scientist Focus—William Harvey

Key Knowledge-know and identify the main parts of the circulatory system, explain the different functions of the heart, lungs and blood vessels, explain how the digestive system breaks down nutrients, explain what constitutes a healthy lifestyle, understand the processes of how water and nutrients are transported around the body, understand the connection between circulatory and digestive system

Key Vocabulary—circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, oxygen, enzymes, proteins, pancreas, liver, kidney

Key Skills Developed— Identify and explain the variables they will control in an investigation, choose the most appropriate graph to present data, decide on most appropriate type of investigation for a question, report the degree of trust that they have in their results

History/Geography

Unit Title (Geography)—The Kingdom of Benin

Key Knowledge—To have a coherent narrative of Africa’s past; Benin’s history is connected to broader trends and connections with particular reference to Africa and Britain; Benin’s past is constructed from a range of sources including artefacts; Benin was taken over by Britain in 1897 during the ‘Scramble for Africa’; Benin’s power at the height of its power in the 16th and 17th centuries; Traders arrived there from Europe during the ‘Voyages of Encounter’ from the 15th and 16th centuries; Benin’s past is constructed from written sources were produced by Europeans who went together with archaeological remains, objects and traditional oral stories.

Key Vocabulary—discovery, encounter, Oba (King), big picture, source, evaluate, compare

Key Skills Developed—understand how our knowledge of the past is constructed from a range of sources; to construct informed responses that involve thoughtful selection and organisation of relevant historical material; Constructing accounts including investigation, selection, organisation, effective communication including summarising information; Understand some of the ways in which we find out about the past and identify ways in which it is represented

Art/Design Technology

Unit Title—Upcycle, Recycle

Artist Focus—NA

Key Knowledge-to link work in geography on land use to the need to recycle product; how to create and follow a design brief considering target consumer; how to market a product; how to evaluate a product

Key Vocabulary—recycle, reuse, budget, upcycle, create, plan, target consumer, marketing, advertise

Key Skills Developed– follow a plan through from product design, manufacture, marketing and sale; evaluate a product against a design brief; use recycled materials to create a new product; create list of resources needed to create a product

Outcome—Creation of variety of products for sale made from recycled materials

Term and Focus

Spring 2—Y6

Macbeth –

William Shakespeare

Christian Value—Forgiveness

PSCHE Focus—Healthy Me

Cross-Curricular Maths

Science—presentation of results

Enhancement Ops

This will be decided depending on the return to school of pupils currently remote learning

Music and French will be a key focus when all pupils return to school

PE

Key Skills—yoga, cross country running

Key Vocabulary—endure, relax, calm, mindful, breath, stretch, flexible, prepare, warm up, stride, posture, build up

Cross-Curricular Writing

RE—Eye Witness Account

History—Historical Report on Sources

Science—Write up of investigations

English

Key Texts-Macbeth– William Shakespeare

Grammatical knowledge developed-using colons and semi-colons within a list; recognising formal and informal language; using and recognising the subjunctive in formal writing

Spelling rules—adding suffixes beginning with vowels to words ending in –fer; ie or ei; word families based on common words; statutory spelling challenging words

Key genres-diary; narrative; newspaper report; poetry; debate

Key vocabulary—playscript, simile, metaphor, imagery, personification, characterisation, alliteration, poetic device, rhyming couplet, dialogue, stage directions, interpretation

Maths

Focus—measure, area, perimeter and volume, ratio, angles

Key Knowledge—Metric measures; convert metric measures; calculate with metric measures; miles and kilometres; imperial measures; area and perimeter of rectangles, parallelograms and triangles; area of compound shapes; volumes of cuboids; using ratio language; ratio and fractions; ratio symbols; calculating ratio; using scale factors; calculating scale factors; ratio and proportion problems; measure using a protractor; missing angles; vertically opposite angles; angles in a triangle; angles in a quadrilateral

Key Vocabulary—litres, millilitres, grams, kilograms, tonnes, millimetres, centimetres, metres, kilometres, seconds, minutes, hours, convert, miles, pounds, ounces, stones, feet, inches, fluid ounces, pints, gallons, area, perimeter, formula, rectangle, parallelogram, triangle, compound shape, ratio, scale factor, angle, degree, turn, right angle, obtuse, acute, reflex

RE

Unit Title—Who was Jesus? Who is Jesus?

Key Questions—Who was Jesus? Who is Jesus? Who did Jesus say he was? Was Jesus the Messiah?

Key Knowledge— Jesus is given a variety of names to describe his character and purpose, there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation, that we (Christians) believe Jesus was/is the Messiah and what that means

Key Vocabulary—Messiah, Prince of Peace, Saviour, resurrection, redeemer, servant

Key Skills Developed—express their own and the opinion of others in response to the question ‘Who was Jesus?’, use appropriate religious vocabulary to show they understand Christian beliefs about Jesus, ask relevant questions in order to discover the answer to the question ‘Who was Jesus?’, use the Bible as a source to discover the answer to the question ‘Who was Jesus?’

Computing

Unit Title—Building a Website

Key Knowledge—understand some of the programming behind a webpage; use some very basic html; make aesthetic decisions about font, colour and layout; understand some of the key parts of a web page and their purpose

Key Vocabulary– layout, display, font, colour, language, publish, html, divi,

Key Skills Developed—pupils will use their previously learnt presentation skills eg embedding images, changing fonts, moving content around a page to create their own webpage to display their work and photography

PSHCE

Learning Intentions: I can take responsibility for my health and make choices that benefit my health and well-being ; I know about different types of drugs and their uses and their effects on the body particularly the liver and heart; I understand that some people can be exploited and made to do things that are against the law; I know why some people join gangs and the risks that this involves; I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness; I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

Social and emotional development: I am motivated to care for my physical and emotional health; I am motivated to find ways to be happy and cope with life’s situations without using drugs; I can suggest ways that someone who is being exploited can help themselves; I can suggest strategies someone could use to avoid being pressurised; I know how to help myself feel emotionally healthy and can recognise when I need help with this; I can use different strategies to manage stress and pressure

Science

Unit Title—Light

Scientist Focus—Isaac Newton

Key Knowledge—that light travels in straight lines, that objects are seen because they give out or re-lect light, light travels from light sources to our eyes or form light sources to objects and then our eyes,

Key Vocabulary—shadow, light, filter, colour, reflect, absorb, refract, spectrum, wavelength, prism, visible, lens, angle, incidence, straight, ray, beam, wave, photon, energy, source, opaque, size, distance, change, tilt, see, transparent, rainbow, bend, focus, focal point, normal, periscope, travel, vacuum,

Key Skills Developed—identify scientific evidence that has been sued ot support or refute ideas or arguments, carry out investigations to test scientific theories by using prisms, mirrors and colour wheels to investigate how light reflects, refracts and travels

History/Geography

Unit Title (Geography)—Trade and Economics

Key Knowledge—understand why countries trade with each other, explain what the trade links are between the UK and China (with a focus on Datong), explain the global supply chain, explain what fair trade is and why it is important, explain Manchester’s part in the future global economy

Key Vocabulary—globalisation, trade, import, key, China, Fairtrade, trading, global supply chain, export, water, population, waste, housing, demographics, energy, food, minerals

Key Skills Developed—map reading and place location using a variety of different types of maps, explain geographical similarities and differences, make reasoned judgements using a variety of sources, describe different types of settlement and land use

Art/Design Technology

Unit Title—Cams and Followers

Artist Focus—NA

Key Knowledge—that there are different mechanisms in mechanical toys; how cams and followers work; how to follow a design brief; ways in which a structure can be made more secure

Key Vocabulary—cam, follower, mechanism, structure, join, strengthen

Key Skills Developed—accurate measuring; use of tools eg saws, Stanley knives; following the investigate, create brief, design, create, evaluate process; using different joins to create a firm structure; creating a functioning toy with working mechanism using a cam and a follower

Outcome—3D model of a animal created with working parts using cams and followers

Term and Focus

Summer 1—Y6

Frank Cottrell Boyce –The Un-forgotten Coat

Christian Value—Compassion

PSCHE Focus—Relationships

Cross-Curricular Maths

Science—presentation of results

Enhancement Ops

Bikeability

Music—Livin’ On a Prayer

French—Catherine Cheater

PE

Key Skills—yoga, athletics

Key Vocabulary—endure, relax, calm, mindful, breath, stretch, flexible, prepare, warm up, stride, posture, build up

Cross-Curricular Writing

Geography—Letter to Mayor of GM

Science—Write up of investigations

English

Key Texts-Macbeth– The Unforgotten Coat

Grammatical knowledge developed-cohesive devices eg relative clauses, fronted adverbials, pronouns in fiction and non fiction

Spelling rules—Y5 and Y6 spelling lists

Key genres-diary; poetry, flashback, descriptive writing

Key vocabulary—refugee, suspense, first person, dialect, dialogue, memory, polaroid

Maths

Focus—angles,

Key Knowledge—measure using a protractor; missing angles; vertically opposite angles; angles in a triangle; angles in a quadrilateral,

Key Vocabulary—angle, degree, turn, right angle, obtuse, acute, reflex

We will then take mock tests in week four to ascertain what areas need to be recovered

RE

Unit Title—Ascension and Pentecost

Key Questions—Why are these two events so important? What is the impact of these events then and now? In what ways do these events and beliefs make Christianity distinctive?What do Christians believe about the nature and character of the Holy Spirit?

Key Knowledge—Ascension and Pentecost are key events in Christianity; Christians believe that people’s lives can be inspired and transformed by the Holy Spirit; the events of the Ascension and Pentecost are connected to distinctive Christian beliefs.

Key Vocabulary—Ascension, Pentecost, Trinity, Holy Spirit and inspiration

Key Skills Developed—retell the stories of Ascension and Pentecost connecting them with Christian beliefs; describe what Christians believe is the impact of the Holy Spirit on people’s lives. talk about the ways in which these events help answer questions about God.

Computing

ComputingUnit Title—Kodu

Key Knowledge—explain how simple algorithms work; that algorithms can be debugged to solve problems; that errors need to be detected to be solved; that code can be analysed and deconstructed; how to use Kodu to create worlds and program characters

Key Vocabulary—world, smooth and flatten, raise, Kodu, start, finish, program, environment, acceleration, bump, obstacle, object, track, path, node, character, tool palette

Key Skills Developed—use a programming tool to create their own game; understand how different pro-grams use different language; how to debug and analyse code

PSHCE

Learning Intentions: I know that it is important to take care of my mental health; I know how to take care of my mental health; I understand that there are different stages of grief and that there are different types of loss that cause people to grieve; I can recognise when people are trying to gain power or control; I can judge whether something online is safe and helpful for me; I can use technology positively and safely to communicate with my friends and family

Social and emotional development: I understand that people can get problems with their mental health and that it is nothing to be ashamed of; I can help myself and others when worried about a mental health problem; I can recognise when I am feeling those emotions and have strategies to manage them; I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control; I can resist pressure to do something online that might hurt myself or others; I can take responsibility for my own safety and well-being

Science

Unit Title—Properties of Materials

Scientist Focus—Spencer Silver, Leo Baekeland, John McAdam, Ruth Benerito, Harry Brearly

Key Knowledge—that changes can be reversible or irreversible, that some materials are thermal conductors, that some materials are electrical conductors, that some materials are better electrical conductors than others, that some materials will dissolve and how this happens, that materials can be classified by their properties,

Key Vocabulary—material, dissolve, insoluble, conductor, suspension, chemical, irreversible, reversible, physical, solution, separate, mixture, translucent, transparent, flexible, permeable, soluble, magnetic, property, liquid, solid, gas, filter, thermal, electrical

Key Skills Developed—make and explain predictions, compare conclusions to predictions, identify controlled, dependent and independent variables, make and record accurate observations, interpret results in a variety of graphs and charts

History/Geography

Unit Title (Geography)—Our Changing World

Key Knowledge—know different types of weathering, describe how physical, chemical and biological weathering changes rocks, know how different coastal features are formed, know and identify famous coastal features of the UK, understand and explain how coasts change over time, understand how human activity could affect the earth by 2050

Key Vocabulary—physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, border, invasion, empire, union, political, colony, development, regeneration, protection, physical changes, human changes

Key Skills Developed—field work skills using coast at Prestatyn as point of observation, making observational drawings and photos, collecting data (eg tide times), comparing different coast lines, using aerial and landscape photographs

Art/Design Technology

Unit Title—Street Art

Artist Focus—Banksy

Key Knowledge—know key facts about the supposed identity of the artist Banksy, understand the purpose of street art, understand some of the key facets of graffiti art

Key Vocabulary—graffiti, street art, digital media, rollers, ink, paint, stencil, cut

Key Skills Developed—how to use stencilling in their work, how to create graffiti writing

Outcome—own street art design with a moral message

PE

Key Skills—dance (as part of show), tennis

Key Vocabulary—routine, steps, sequence, develop, hit, volley, serve

Music—Preparation for end of year show

French—Catherine Cheater

Term and Focus—Summer 2—Year 6

Little Freak—Literacy Shed

Christian Value—Hope

Cross-Curricular Maths

Science—presentation of results

Geography—interpretation of data

Cross-Curricular Writing

RE—report of ideas of God in other faiths

Geography—Report on Britain 2050

Science—write up of investigation

Enhancement Ops

End of Year Show

Wales Trip

Leavers' Service

Confirmation Preparation

Transition Work

English

Key Text—Little Freak—Video from Literacy Shed

Grammatical knowledge developed—revision of key concepts for use in writing

Spelling rules—word families based on common words, words that can be nouns or verbs, words with long /o/ sound spelt 'ou' or 'ow', words ending in ible or ibly

Key genres—narrative, letter, recount (memory writing)

Key vocabulary—character, inverted commas, ISPACEd, DADWAVERS, cohesion

Maths

Focus—investigations and revision

This unit will take the form of using different investigations including: NRich investigations on place value, rounding, negative numbers, dicey operations and Fibonacci numbers. We will also be recovering ground that the pupils have found tricky through the year.

Vocabulary—explain, evaluate, engage, process, sequence, logical, trial, elaborate, pattern

Key Skills Developed—pupils will be able to try different approaches to problem solving, pupils will be able to recognise that a problem can have different outcomes, pupils will use their number knowledge (eg factors, equivalence) to spot and describe patterns, pupils will build resilience in their mathematical working

RE

Unit Title—Ideas About God (links with Islam and Hinduism)

Key Questions—What words would you use to describe God? What is the nature and character of God? What images do you have of God? How is it possible for God to be visible and yet invisible? Where is God? How old is God? What is God's name? What makes God happy? What makes God sad? What does God do all day? Does God really know everything? How do you know?

Key Knowledge—Bible stories help to deepen our knowledge and understanding of God; we (Christians) believe God is three in one, the Trinity; God is given many names by Christians and members of non-Christian faiths. These names describe His nature and characteristics; Bible texts are used to answer questions about the characteristics and nature of God; other faiths believe in a creator God; what the significance of the first pillar of Islam is

Key Vocabulary—God, Father, Son and Holy Spirit, Trinity and Celtic, Allah, Brahman, Islam, Hinduism, pillars

Key Skills Developed—use religious language to show they are developing an understanding of the Trinity; identify the elements in Christian worship that express Christian beliefs about God.; ask big questions and express their own views.

Computing (linked to Art)

Unit Title—Year Book Project

Key Knowledge—that there are a variety of programs that can be used to create leaflets and books, that designing is a process and themes/colour schemes need to be considered, that work needs to be evaluated against design criteria and improved

Key Vocabulary— design, aesthetic, evaluate, font, embed, image, text box, shadow, effect, enhance

Key Skills Developed—adding text boxes, embedding picture files, adding effects to pictures, text and other objects, transferring pictures to own work

PSHCE

Learning Intentions: I am aware of my own self-image and how my body image fits into that; I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally; I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend; I am aware of the importance of a positive self-esteem and what I can do to develop it; I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Social and Emotional Development: I know how to develop my own self esteem; I can express how I feel about the changes that will happen to me during puberty; I can recognise how I feel when I reflect on the development and birth of a baby; I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to; I can express how I feel about my self-image and know how to challenge negative 'body-talk'; I know how to prepare myself emotionally for the changes next year.