

Y6	SCIENCE	RE	HISTORY/GEOGRAPHY	ART/DT	COMPUTING	PE	MUSIC
AUTUMN 1	<p>ELECTRICITY</p> <p>Ll: To use recognised symbols when representing a simple circuit in a diagram</p> <p>Ll: To associate the brightness of a light or the volume of a buzzer with the number and voltage of cells used in the Circuit</p> <p>Ll: To compare and give reasons for variations in how components function</p> <p>Ll: To compare and give reasons for variations in how components function</p> <p>Ll: To plan a scientific enquiry to answer questions</p> <p>Ll: To plan a scientific enquiry to answer questions</p>	<p>KINGDOM OF GOD</p> <p>Ll: To reflect on what the kingdom of God is like</p> <p>Ll: To illustrate the importance of values in God's kingdom</p> <p>Ll: To reflect on the importance of responding to the invitation to the Kingdom of God</p> <p>Ll: To know that everyone is invited to join God's kingdom and reflect on our response</p> <p>Ll: To reflect on the words and deeds necessary to show commitment to the Kingdom of God</p> <p>Ll: To know that Jesus' miracles reflected the beginning of the Kingdom and show us what God is like</p> <p>Ll: To know that Jesus' miracles reflected the beginning of the Kingdom and show us what God is like (through art)</p>	<p>WW2</p> <p>Ll: To devise historically valid questions about significance</p> <p>Ll: To use sources of evidence to deduce information about the past (when, why it started)</p> <p>Ll: To understand the concepts of continuity and change over time on a timeline</p> <p>Ll: To use sources of evidence to deduce information about the past (leaders)</p> <p>Ll: To describe the characteristic features of the past (Blitz writing and gas mask making)</p> <p>Ll: To use literacy skills to communicate information about the past (interview questions)</p>	<p>Bunting with stitching and felt embellishments</p> <p>BOY IN THE STRIPED PYJAMAS (portrait piece)</p> <p>LESSON 1: Use of watercolours to experiment with how colour affects mood in sketch book</p> <p>LESSON 2: Sketch expressions on faces using tone, shade and line and evaluate in sketch book</p> <p>LESSON 3: Produce in best and add colour using ideas from previous lesson</p> <p>LESSON 4: Add barbed wire for effect</p> <p>WW2 (Blitz scene)</p> <p>LESSON 1: Using different medium (chalks, oil pastels, paints) to decide on the best for their scenes. Look at</p>	<p>USING TECHNOLOGY EFFECTIVELY</p> <p>Ll: To explore the Word interface and create a document</p> <p>Ll: To enhance presentation for display</p> <p>Ll: To use word to write for a purpose</p> <p>Ll: To enhance presentation</p> <p>Ll: To enhance content for display</p> <p>Ll: To recognise real life uses of word and evaluate effectiveness of own document</p>	<p>GYMNASTICS</p>	<p>WARTIME SONGS</p> <p>SAMBA</p>

		<p>LI: To reflect on what I have learnt about the Kingdom of God</p> <p>ASSESSMENT</p>	<p>various artists for children to emulate in sketch book</p> <p>LESSON 2: Practise silhouette skylines using images from WW2 in sketch book</p> <p>LESSON 3: To use ideas for silhouette, draw on black card and cut out using Stanley knife and complete backgrounds whilst waiting for adult</p> <p>LESSON 4: To put altogether and evaluate in sketch book</p> <p>ROSE BLANCHE (rose)</p> <p>LESSON 1: Practise following tutorial for the Rose concentrating on lone in sketch book</p> <p>LESSON 2: Do in best and use tone and hues to add colour</p>				
AUTUMN 2	LIGHT	JUSTICE	<p>LI: To describe the social diversity of past society</p> <p>(evacuation)</p>	<p>BOY IN THE STRIPED PYJAMAS (perspective)</p>	KAHOOT	DANCE	SAMBA


	<p>Ll: To recognise that light travels in straight lines.</p> <p>Ll: To use prior knowledge of light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Ll: To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Ll: To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Ll: To use our knowledge that light travels in straight lines to explain why shadows have the same shape as the object that cast them</p> <p>Ll: To explain how the eye works</p>	<p>Ll: To explain my interpretation of Justice</p> <p>Ll: To understand what Justice is and know that we are called to work for it (scales and Himalaya artwork)</p> <p>CLASS MASS</p> <p>Ll: To know that God calls all of us to speak out about injustice (Malala)</p> <p>Ll: To use quotes and sources to explain the point of view of individuals (Oscar Romero)</p> <p>Ll: To use scripture to help understand why people speak out for injustice</p> <p>Ll: To be aware that Christians across the world speak up against injustice</p> <p>Ll: To know that in advent we prepare to celebrate the birth of Jesus</p> <p>Ll: To reflect on what I have learnt about Justice</p> <p>ASSESSMENT</p>	<p>Ll: To describe the social differences in past society (rationing & wartime cake in school kitchen)</p> <p>Ll: To gather evidence from the war and use ICT skills to communicate this information about the past</p> <p>ALMSHOUSES VISIT</p> <p>Ll: To use secondary evidence to investigate an area of personal interest in WW2</p> <p>PRESENTATIONS</p> <p>Ll: To engage with artists and their artwork from the 1930s-1940s</p> <p>MAGIC LANTERN</p> <p>Ll: To recognise and describe similarities and differences as well as changes and continuities between WW2 and modern day Britain using different sources of evidence</p> <p>TRIP</p> <p>Ll: To analyse a wide range of evidence in order to justify claims about the past (women)</p> <p>Ll: To summarise the rapid change in history during WW2 (end of war)</p>	<p>LESSON 1: Draw an object from up close and then draw object again from far away in sketch book to understand how shape and form change</p> <p>LESSON 2: Paint background using knowledge from last half term</p> <p>LESSON 3: Use sketch book to practise drawing lines as they head into the distance to represent the fence. Use image of Henry Moore to discuss what perspective means</p> <p>LESSON 4: Put together</p> <p>CHRISTMAS SEWING</p> <p>NATIVITY SCENE</p>	<p>Ll: To discuss and research importance and uses of online questionnaires and voting systems</p> <p>L.I : Complete class Kahoot quiz</p> <p>L.I: To know how to structure questions and multiple-choice answers linked to WWII topic</p> <p>L.I: To write a Kahoot Quiz</p> <p>L.I: To complete a Kahoot Quiz</p> <p>L.I: Plan and create a quiz of their choice that could be created</p>		<p>CHRISTMAS PREPARATION</p>
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			Ll: To debate whether world war two should be commemorated				
SPRING 1	ANIMALS INCLUDING HUMANS Ll: To identify and name the main parts of the circulatory system Ll: To describe the functions of the heart, blood vessels and blood Ll: To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Ll: To understand the different food groups and what makes a healthy diet Ll: To plan a balanced diet and exercise plan Ll: To describe the ways in which nutrients and water are transported within animals including humans	JESUS THE BREAD OF LIFE Ll: To interpret Jesus as the Bread of Life Ll: To evaluate the importance of the Passover Ll: To reflect on the meaning of the Bread of Life and how it inspires us HOSTS FOR DISPLAY Ll: To prepare for the sacrament of Reconciliation CONFESSION Ll: To recall and explain the Penitential Rite and the Liturgy of the Word in mass Ll: To explain how each part of the mass can influence moral values and behaviour Ll: To demonstrate, with references, how the Our Father, gives guidance and meaning to life	KINGSWOOD Ll: To use maps to locate the world's continents and describe other features (kahoot app for quiz) Ll: To name and locate counties and cities of the United Kingdom and key topographical features Ll: To describe and understand the key aspects of physical and human geography in Ashford Ll: To retell the events at Kingswood Ll: To use grid references, symbols and key on an Ordnance Survey maps to build my knowledge of the area of Ashford Ll: To compare the urban features of two local areas Ll: To investigate the effects of river floods	THE LANDLADY (half and half faces) LESSON 1: Children to practise drawing self-portraits using mirror. Discuss placement of eyes in relation to ears, nose etc in sketch book LESSON 2: Chn to be given half of their face and to practise drawing second half in sketch book in order to get dimensions correct LESSON 3: Chn to begin using line, tone and texture to change the mood of the mirror image in sketch book LESSON 4: Chn to draw in mirror image in best (doors) LESSON 1: Give chn various images of doorways/front of houses with different themes (ie scary/haunted, inviting etc) and chn to draw in sketch book	HOW COMPUTERS WORK E- Safety- CyberPass (LGfL site) Ll: To introduce program and complete quizzes and activities in Settings section Ll: To understand the importance of keeping information private online. Ll: To understand the risk of and online profiles and sharing information. Ll: To use online technologies effective and safely to play and talk over computer networks Ll: To understand the opportunity provided by the internet for fake profiles and fraudulent behaviour Ll: To share learning about respectful and responsible online use.	TOICH RUGBY	12 BAR BLUES (musical structure, composition)

		<p>STATIONS OF THE CROSS</p> <p>Ll: To discuss those involved in the lead up to Jesus' death</p> <p>Ll: To express the passion and death of Christ through poetry</p> <p>Ll: To pray the Stations of the Cross and reflect on how Jesus' experience influences how we live in our lives</p> <p>Ll: To know about the Passion and Death of Jesus and reflect on its importance for us (responsibility pie)</p> <p>Ll: To reflect on what I have learnt about Jesus, the Bread of Life (ASSESSMENT)</p>		<p>LESSON 2: Chn to use ideas from previous lesson to design around their door in best</p> <p>LESSON 3: Chn to design inside using knowledge from the story</p> <p>Chn create a model of one of the Kingswood activities</p>			
SPRING 2	EVOLUTION AND INHERITANCE	JESUS SON OF GOD	VIKINGS	VIKINGS	WebTech Tutor (LGFL site)	ROUNDERS	GOSPEL SONGS
	<p>Ll: To recognise that living things have changed over time</p> <p>Ll: To understand that fossils provide information about living things that inhabited the earth millions of years ago</p>	<p>Ll: To understand why Jesus washed the disciples' feet and reflect on the meaning this has for us</p> <p>Ll: To deepen our understanding of the resurrection</p>	<p>Ll: To devise historically valid questions about significance</p> <p>Ll: To use dates and terms accurately to describe events</p> <p>Ll: To describe the characteristic features of the past (travel)</p>	<p>LESSON 1: Show chn various images of longboats, children to use a magnify glass idea in their books and zoom in on an area to practise drawing in sketch book eg zoom in on wooden</p>	<p>Ll: To gain an understanding of how web pages are created and the coding required</p> <p>(Chn work at their own pace to complete the program)</p>		PRODUCTION PREPARATION

	<p>SCIENCE WEEK</p> <p>Ll: To recognise that living things produce offspring of the same kind but not identical to their parents</p> <p>Ll: To recognise that living things produce offspring of the same kind but not identical to their parents</p> <p>Ll: To research and write down facts about Charles Darwin</p>	<p>Ll: To reflect during Benediction</p> <p>Ll: To reflect on what the Resurrection means for us</p> <p>Ll: To understand how the gospel is re-lived in the liturgy during Holy Week</p> <p>Ll: To know about the Ascension and reflect on what it was like for the disciples</p> <p>Ll: To interpret how the Holy Spirit shapes lives and justify these interpretations</p> <p>Ll: To deepen our understanding of the Holy Spirit through interpreting scripture</p> <p>DEPENDENT ON EASTER – ROLL TO SUMMER 1</p>	<p>Ll: To compare the significance of Anglo-Saxon kings during the Viking period</p> <p>Ll: To understand that no single source of evidence gives a full answer to questions about the past</p> <p>Ll: To describe the religious diversity of past society <small>(research a Viking God)</small></p> <p>Ll: To identify and explain key aspects of Viking life</p> <p>Ll: To use sources of evidence to gather information about the past</p> <p>Ll: To identify periods of rapid change in history <small>(Norman Era)</small></p>	<p>planks, figurehead, sail etc</p> <p>LESSON 2: Chn to use a variety of mediums to create the effects of wood and evaluate the best in sketch book</p> <p>LESSON 3: Chn to use painting techniques to be used in their pieces in sketch book (splatter, pulling the paintbrush back, stipple effect, long brush strokes for waves Chn to marble in between with a TA</p> <p>LESSON 4 & 5: Begin using ideas from sketchbook to start designing and putting together their piece</p> <p>Create a card showing cross with the purple Elbe, on a green hill signifying the resurrection</p>			
<p>SUMMER 1</p>	<p>EVOLUTION <small>LIVING THINGS AND THEIR HABITATS</small></p> <p>Ll: To identify how animals and plants are adapted to suit their environment in different ways and</p>	<p>The Work of the Apostles</p> <p>Ll: To explain how the Holy Spirit worked through the Apostles and reflect on how</p>	<p>RAINFORESTS</p> <p>Ll: To locate features associated with South America</p> <p>Ll: To describe and understand key aspects</p>	<p>STORMBREAKER <small>(gadget)</small></p> <p>LESSON 1: Draw gadget in sketch book and plan/annotate for materials to make each part and</p>	<p>PROGRAMMING AND CODING CONTROL <small>Scratch</small></p> <p>Ll: To create a Sprite and use basic key controls</p>	<p>CRICKET</p>	<p>PRODUCTION</p>

	<p>understand that adaptation may lead to evolution</p> <p>Ll: To identify how animals and plants are adapted to suit their environment in different ways and understand that adaptation may lead to evolution</p> <p>Ll: To describe how living things are classified into groups based on their characteristics</p> <p>Ll: To describe how living things are grouped based on similarities and differences</p> <p>Ll: To give reasons for classifying plants and animals</p> <p>Ll: To research and investigate Carl Linnaeus</p>	<p>their experience can help us</p> <p>Ll: To consider the responses of an atheist to a religious question</p> <p>Ll: To reflect on what I have learnt about Jesus, the Messiah and Transforming Spirit</p>	<p>of climate zones, biomes and vegetation belts and understand the differences in these geographical regions</p> <p>Ll: To understand the physical geography relating to rainforests</p> <p>Ll: To research an animal living in the rainforest</p> <p>Ll: To understand how human and physical processes interact to have an impact</p> <p>Ll: To carry out an in-depth study of the Peru region and make comparisons to the UK</p> <p>Ll: To find out about trade and industry in South America</p> <p>Ll: I can discuss, debate and make decisions considering ethical, moral and cultural viewpoints</p>	<p>design they intend to paint on</p> <p>LESSON 2: Bring in materials and begin construction</p> <p>LESSON 3 & 4: Chn to begin mod rocking when they are ready, ensuring the use of the correct amount of water, smooth surface etc</p> <p>LESSON 5: Chn to paint once designs are ready</p> <p>LESSON 6: Stick image in sketch book and evaluate strengths, issues and what they would change for next time</p>	<p>Ll: To locate Sprite in the middle of the screen and add basic animation</p> <p>Ll: To ensure collectable sprites start in the right location and can be collected by the main sprite.</p> <p>Ll: To add movements to the collectible sprites</p> <p>Ll: To add scoring, a win sprite and a countdown to your game</p> <p>Ext : To add a new level with collectible sprites</p> <p>Ll: To create a game of your own</p>		
SUMMER 2	<p>SCIENTIST RESEARCH</p> <p>Organise to use the iPads during these weeks so students can research a scientist</p> <p>Student can choose from one of the</p>	<p>Ll: To educate myself on other faiths and show their teachings and stories respect (OTHER FAITHS WEEK)</p> <p>Ll: To explore Judaism and the importance of Rosh Hashanah</p>	SPARE TO ROLL	<p>RAINFOREST (portrait of animal)</p> <p>LESSON 1: Chn to be given 2 different half an animal face and draw on prior work on portraits to draw the mirror image in sketch book</p>	<p>Switched on Minecraft</p> <p>Ll: Creating a Tree Canopy (linked to rainforests)</p> <p>Ll: Creating a Tree Canopy (linked to rainforests)</p>	HANDBALL	PRODUCTION

	<p>following scientists and present their work in a poster or a booklet</p> <p>Project can take 2-3 weeks</p> <p>Utilise remaining weeks for any final assessments and to finish off any unfinished work</p> <p>Scientist options:</p> <ul style="list-style-type: none"> • Wilder Penfield • Sylvia Earle • Charles Darwin • Olaus Roemer • Benjamin Franklin • James Clerk Maxwell • Michael Faraday 	<p>Ll: To discuss our relationship with God</p> <p>JON LEIGH VISIT</p> <p>LITURGICAL DANCE</p> <p>CALLED TO SERVE</p> <p>Ll: To interpret what it means to be <i>Called to Serve</i></p> <p>Ll: To know and reflect on our calling to be disciples of Jesus</p> <p>Ll: To know that the disciples were ordinary people before they were called to serve</p> <p>Ll: To use the meaning of the Good Samaritan to retell a modern day version</p>		<p>LESSON 2: Depending on the animal they have chosen, chn to begin focussing on the skin/fur of their animal and using pastels to create texture and tone in sketch book</p> <p>LESSON 3: Chn to draw in best and use pastels to prepare for display (tiger eye)</p> <p>LESSON 1: Chn to use a mirror to focus on their own eye in sketch book with a focus on creating a 3D image through detail rather than a simple oval shape with eyelashes</p> <p>LESSON 2: Chn to have an image of a tigers eye in sketch book and to practise drawing and note any similarities or differences</p> <p>LESSON 3: Chn to draw a tigers eye on black paper using white pencil or chalk with a focus on line creating the detail</p>	<p>Ll: Creating a theme park ride or an air raid shelter (link to DT project or WWII topic)</p> <p>Ll: Creating a theme park ride or an air raid shelter (link to DT project or WWII topic)</p> <p>Ll: Building a temple of faith (linked to R.E)</p> <p>Ll: Building a temple of faith (linked to R.E)</p>		
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				Make torches to be used in a rainforest story			
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