

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 6
Autumn Term

ICT

We are app planners and project managers

To work with location data.
To research the capabilities of a smartphone.
To find a problem to solve with an app.
To research the competition.
To create a presentation to pitch the app idea.
To deliver the pitch presentation to the panel.

PE

Schemes: Real PE and iMoves

Games – Football / Cross Country / Athletics / Dodgeball

Through our Real PE scheme we will work on two units of work. First we look at cognitive skills with a focus on coordination and ball skills and agility, reaction and response. Then we focus on a creative skills unit looking at static balances both seated and through floor work. This term we will also train to become Sports leaders so that we can lead sports activities for younger children at playtimes.

Dance – WW2 focus / All about me

In this unit we will learn movements to match the music independently, in pairs and as a group and sequence movements to create a dance.
Children will also compare their performances with previous ones and demonstrate improvement to achieve their personal best.

DT

Mechanical Systems – Creating a motorised WW2 vehicle with gears or Pulleys

Designing

Learn about engineers and inventors who created ground-breaking designs and how they have had impact beyond their intended use. Investigate, analyse and evaluate existing toys and construction kits that incorporate gears or pulley systems. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making

Produce detailed lists of tools, equipment and materials and step-by-step plans. Select from and use a wide range of tools and equipment to make products that are accurately assembled and well finished.

Evaluating

Compare the product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

Food technology – Seasonality and Potato Soup

Understand and apply the principles of a healthy diet linked to rationing and applying their understanding of seasonality during World War 2. Use a range of techniques to prepare and cook. Prepare and cook potato soup. Apply what they have learnt about how to change the flavour, texture and appearance of food by altering ingredients. Linked to the 'Dig for Victory' campaign, know where and how a variety of ingredients were grown, reared, caught and processed and how this differs from today.

Music

Schemes: Charanga

Study wartime propaganda posters and paintings from World War 2. Discuss and demonstrate awareness of compositions, light and dark, mood and representation of feelings when looking at artists' work. Make detailed studies of man-made forms, choosing media as appropriate to represent the qualities of the objects. Show tonal changes and use techniques of layering and blending pastels, charcoal, coloured pencils different grades of pencil, cross-hatching, varying pressure. Show increasing awareness of texture, line, pattern, shape and colour and show good control. Explore perspective and show in own work.

Music Schemes: Charanga

Genres: The music of Michael Jackson, Jazz, Latin, Blues and Class orchestra – Ukulele

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Musical activities will build on knowledge and understanding about the interrelated dimensions of music through activities such as warm-up games, learn to sing the song with vocal warm ups, playing instruments with the song, improvising and composing with songs.

Science

Animals including Humans

Identify and name the main parts of the human circulatory and skeletal system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals, including humans

Modern Foreign Languages - French

Understand the main points in a spoken story, song or passage.

Understand longer and more complex phrases or sentences.

Engage in conversations and perform them in front of others.

Ask and answer questions.

Read and understand the main points and some detail from a short written passage.

Match sound to sentences and paragraphs.

Write sentences on a range of topics using a model.

Compare attitudes towards aspects of everyday life.

Develop the accuracy of pronunciation and intonation.

RE

Schemes: Discovery RE and Understanding Christianity

Creation and science: conflict or complementary?

Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator.

How significant was it that Mary was Jesus' mother

To explore the reasons why certain people are chosen to do important roles. How significant is it that Mary was Jesus' mother? Mary was chosen to be Jesus' mother which was an important role. Look at different depictions of Mary in art and understand why she was painted in these ways. Read Luke 1:26 – 38 and discuss Mary's reaction to the angels visit. Make clear that Jesus' wasn't just a human with 2 human parents, but was also a God.

History

Britain in WW2 a local history study – The Sheffield Blitz

Visit to Eden Camp

Chronological Understanding - To find out what World War 2 was and where and when it took place. Place current study on a time line in relation to other studies. Children will learn that the Blitz was a significant period in the war which caused huge amounts of damage.

Knowledge and Understanding - The children have the opportunity to reflect on how people would have felt during and after the bombings. Look in detail at the safety measures that people went through to keep them safe during the Blitz. They are introduced to the process of evacuation and are challenged to describe this and other safety procedures. Explore how Hitler's view of a 'master race' affected how Jews and other groups were treated during the war.

Historical Interpretation and Enquiry - The children will take an in-depth look at the process of evacuation and how it helped children and other vulnerable people stay safe. Through looking at different sources the children can discuss what the experience was like for the people involved.

Geography

Locating Allied and Axis Forces

Locational knowledge – Children will be able to identify the countries of the Allies and the Axis on a map.

Skills and field work – They will develop skills in using 6 figure grid references, reading OS maps and using these to make maps using the conventional symbols. Children will also become increasingly independent using an atlas using the contents, index, symbols and keys when locating countries studied.

PSHE

Visit to Crucial Crew

Health and well-being

Growing and changing - To learn about how the body changes as they approach puberty. Keeping safe – pressure, managing pressure, influences

Relationships

To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships. Bullying and discrimination.

Living in the wider world

Rights and responsibilities – rights, duties, school environment, making and changing rules.

Media, social media, information and forwarding.