

# Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 6  
Autumn Term

## ICT

### We are Coders

Pupils will learn to create a program with an object that repeats actions indefinitely and use a timer to make characters repeat actions. Explore the use of the repeat command and how this differs from the timer. Understand what a variable is in programming and use to create a visual timer. Explore number and string variables.

Go through the design, code, execute, refine process and use the coding skills learnt in their own program. Create a program that controls or simulates a physical system.

### We can keep ourselves safe online

Pupils will learn about the benefits and risks of mobile devices broadcasting the location of the user/device. Identify secure sites and the benefits and risks of giving personal information and device access to different software. Review the meaning of a digital footprint. Learn appropriate online behaviour and how this can protect themselves and others.

Begin to understand how information online can persist and give away details of those who share or modify it.

Learn about the importance of balancing game and screen time with other parts of their lives. Identify the positive and negative influences of technology on health and the environment.

## PE

### Schemes: Real PE and iMoves

#### Games –

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.

## Art and Design

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. Consider composition and perspective to create own blitz scene paintings, choosing appropriate media and mixed media and painting techniques to represent strong moods and emotions.

## 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 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

### 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

#### Working scientifically

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Select the most appropriate type of scientific enquiry to answer questions.

Using previous test results to make predictions to set up further comparative and fair tests.

Be more independent in making decisions that influence an investigation. E.g. how many measurements need to be taken?

Be aware of secondary sources and how they can also be used for investigations.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Discuss conclusions and scientific ideas with relevant scientific language and be more independent in making decisions on how to record and present findings.

Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Discuss conclusions and scientific ideas with relevant scientific language

## History

### Britain in WW2 a local history study – Why was the Blitz a significant event in WW2?

#### 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 - What is a river? Autumn 2020

**Locational knowledge** – Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure

**Place knowledge** – Understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London

**Human and physical features** – Identify and describe the features of river estuaries and explain why they're such important ecosystems for wildlife

**Skills and field work** – Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river. Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things.

## 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.

## RE

### 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.

## 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.