

Week	SCIENCE	COMPUTING	HISTORY	GEOGRAPHY	ART AND DESIGN	MUSIC	PSHCE	PE	RE
Term 1 Topic: Invaders	<p><u>Animals including Humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Pupils are taught to: understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>What was Britain like before the Vikings? Viking Raids - Lindisfarne Viking Longboats Alfred the Great</p>	<p>Where is Scandinavia? What is it like there? Location Climate Physical features Human Features</p> <p>Where did the Vikings settle? Where did they trade?</p>	<p>Macbeth: Masks Clay Witches Silhouettes Picture/Quote Portraits Design costumes and set for play</p>	<p>Assembly- Macbeth Shakespeare Play</p>	<p><u>Autumn 1 – Core Theme 2: Relationships – Valuing Differences</u></p> <p>Y6: Grid K (1 session) LO: Can I understand that I have the right to choose the person that I marry? Can I understand that marriage, arranged marriage and civil partnership is between 2 people who willingly agree?</p>	<p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best FOCUS: Invasion games, gymnastics, dance</p>	<p>Christian Beliefs in Action Pupils will gain an understanding and knowledge of Christian teachings on behaviour. This will be based on the teachings of Jesus and they will have an opportunity to reflect on how beliefs can affect our behaviour and actions. How should Christians live their lives? Who is my neighbour? How can we help each other? Where do Christians worship? How do they worship? Church visit - Ditchling</p>
Term 1 Topic: Telling a Story	<p><u>Evolution and Inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Pupils are taught to: understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Britain becoming Unified Viking Life Viking Crime and Punishment 1066</p>	<p>Where is Scandinavia? What is it like there? Scandinavia V UK Holiday Plans - modern Time Link back to Podkin - booking a holiday in a Gorm Infested Land</p> <p>Where did the Vikings settle? Where did they trade?</p>	<p>Weaving a Landscape - linked to visit to Ditchling Art and Craft</p> <p>Using a loom and fabric to create an image.</p> <p>Viking Patterns Viking Animals Use all of these ideas to make a Viking Ship Prow out of Clay</p>		<p><u>Autumn 2 – Core Theme 2: Relationships – Healthy Relationships</u> Following on from 'Valuing Differences' – link with school values, friendship etc. Y6: Grid D (2 sessions) LO: Can I learn about how to develop and maintain healthy relationships? Y6: Grid G (1 session) LO: Can I learn about the importance of shared goals and how this can mean reliance on others? Y6: Grid H (1-2 sessions) LO: Can I learn about and develop better communication and negotiation skills? Summer 2 – Core Theme 1: Health and Wellbeing – Growing and Changing Link with SRE DVD and Science Curriculum Y6: Grid J (1-2 sessions) LO: Can I learn about different types of relationships (including marriage and civil partnerships) between two people of the same or opposite sex? Y6: Grid B LO: Can I understand that some</p>	<p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best FOCUS: Invasion games, gymnastics, dance</p>	<p>Christmas - what is the true meaning of Christmas?</p> <p>How would the story be told in the age of technology?</p> <p>Adverts - do they represent the true meaning of Christmas?</p>

							<p>emotions may be conflicting? Can I understand about the need to listen to my emotions or overcome them?</p> <p>Y6: Grid E LO: Can I understand about puberty and body changes? Can I understand how body image is reflected in the media?</p>		
<p>Term 2</p> <p>Topic: Freedom</p>	<p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Pupils will be taught to:</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		<p><u>Locational knowledge</u></p> <p>locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, states, and major cities</p> <p>identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Revise the following in relation to North America latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>What is an earthquake? How does the Earth's structure cause earthquakes?</p>	<p>Cityscapes - looking at various artists and how they created landscapes.</p> <p>Artists may include James Rizzi Charles Fazzino Leonid Afremov</p>		<p>Spring 1 – Core Theme 3: Living in the Wider World – Rights and Responsibilities</p> <p>Link with North America (Black History element)</p> <p>Y6: Grid E LO: Can I understand that different cultures can have different practices and traditions and that these may be illegal and against a person's human rights?</p> <p>Y6: Grid F LO: Can I understand the consequences of anti-social and aggressive behaviours?</p> <p>Y6: Grid H LO: Can I resolve differences, make decisions and explain choices?</p> <p>Y6: Grid I LO: Can I understand about the range of national, regional, religious and ethnic identities in the UK?</p> <p>Y6: Grid K LO: Can I learn about different kinds of responsibilities, rights and duties?</p>	<p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>FOCUS: Basketball, Tag Rugby, Indoor Athletics</p>	<p>Buddhism</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>A2- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Pupils will learn about the life and teachings of Siddhattha Gotama, known as Buddha.</p> <p>They will develop an Understanding of the key beliefs and practices of a Buddhist (meditation, 4 noble truths, eight-fold path and Nirvana)</p> <p>Pupils will find out about Important key events in the calendar for Buddhists (Wesak - is the holiest day celebrating the birth, Enlightenment, and the death of the Buddha)</p> <p>Pupils will investigate how Buddhists live their faith.</p> <p>They will compare meanings in religious symbols, language and stories from different faiths they have studied.</p> <p>Discuss life questions that cause people to wonder and are difficult to answer.</p>

Term 2 Topic: I have a Dream	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Pupil will be taught to:</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Slavery and the Civil Rights Movement.</p> <p>Who was Olaudah Equiano? Windrush William Wilberforce Martin Luther King - I have a dream</p>		<p>Cityscapes continues from the first half of term</p> <p>Use of texture and reflection in art- linked to cityscapes.</p>		<p>Spring 2 – Core Theme 1: Health and Wellbeing – Growing and Changing - repeated as it links to transition to Secondary School - NO VIDEO</p> <p>Link with SRE DVD and Science Curriculum</p> <p>Y6: Grid B LO: Can I understand that some emotions may be conflicting? Can I understand about the need to listen to my emotions or overcome them?</p> <p>Y6: Grid E LO: Can I understand about puberty and body changes? Can I understand how body image is reflected in the media?</p>	<p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best FOCUS: Basketball, Tag Rugby, Indoor Athletics</p>	
Term 3 Topic: The Highway man	<p>Living Things and their Habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro -organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Pupils should be taught to:</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs;</p> <p>work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>			<p>Portraits and settings linked to key texts</p> <p>Black and white using a variety of media</p>		<p>Summer 1 – Core Theme 3: Living in the Wider World – Money Matters Use G Smale)</p> <p>Y6: Grid R (1-2 sessions)</p> <p>LO: Can I learn about how money is deducted from earnings to provide things that we all need?</p> <p>Links to work done with PTA and running stalls at the Christmas and Summer Fete – children need to understand the concept of profit margins. Christmas Fete (stalls to be decided) Summer Fete: Fruit and Marshmallow kebabs, Coke and Lemonade Floats, Tattoos.</p> <p>Y6: Grid S</p> <p>LO: Can I understand about enterprise and its importance for work and society?</p>	<p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best FOCUS: rounders, cricket, tennis, athletics</p>	<p>Expressing faith through the Arts</p> <p>How do people express their feelings?</p> <p>How do people represent these feelings in art, music, poetry and drama?</p> <p>Compare gospel music with Handel's Messiah</p> <p>Response to music-how does it make us feel? Why do people sing hymns? Look at some psalms-The Lord is my Shepherd</p> <p>When do we get feelings of belonging?</p> <p>What do we mean by the word spiritual? What do you understand by the use of the word spiritual? It is one of our school values-why?</p> <p>What is awe and wonder?</p> <p>Montage of images that inspire in you a sense of awe and wonder.</p> <p>Where do you see colour in churches.</p> <p>What about famous religious paintings?</p> <p>How do they make us feel?</p> <p>What colours are used?</p> <p>Red for spiritual fire, the Holy Spirit,</p> <p>White for forgiveness and purity</p> <p>Purple for passion, suffering and sorrow</p> <p>What mood does this set?</p> <p>Look at different images of Jesus. Create own image of Jesus.</p>

									The importance of stained glass windows-stories Create a piece of work-a poem/painting that reflects our own sense of spirituality.
Term 3 Topic: The show must go on		<p>Pupils should be taught to:</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs;</p> <p>work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>				<p>The Leavers Assembly</p> <p>Year 6 Show</p>	<p>Summer 2 – Core Theme 1: Health and Wellbeing – Healthy Lifestyles Link with Science Topic on Keeping Healthy Y6: LO: Can I understand about the positive and negative influences on health and wellbeing? LO: Can I understand how media influences can affect choices?</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best FOCUS: rounders, cricket, tennis, athletics</p>	