

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 pas (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>BOY IN THE STRIPED PYJAMAS</p> <p>Sketching, shading and watercolour</p> <p>Perspective pieces</p> <p>Collage pieces</p> <p>WW2</p> <p>Making gas masks</p> <p>Blitz scenes</p>	<p>USING TECHNOLOGY EFFECTIVELY</p> <p>Ll: To assess and improve finger positioning on the keyboard</p> <p>Ll: To assess accuracy and speed of typing</p> <p>Ll: To practice and improve accuracy and speed of typing</p> <p>Ll: To access safe online site and create a sensible 'face maker' for profile</p> <p>Ll: To access correct tasks and explore other features of the site</p> <p>Ll: To know that work can be assessed and tracked</p> <p>E-safety - how this reflects real life, sites accessed</p>	Mr McGrath	SAMBA

		LI: To reflect on what I have learnt about the Kingdom of God ASSESSMENT				
AUTUMN 2	LIGHT	JUSTICE	LI: To describe the social diversity of past society (evacuation) LI: To describe the social diversity of past society (rationing) (rationing & wartime cake in school kitchen) LI: To gather evidence from the war and use ICT skills to communicate this information about the past ALMSHOUSES VISIT PRESENTATIONS LI: To engage with artists and their artwork from the 1930s-1940s MAGIC LANTERN LI: To recognise and describe similarities and differences as well as changes and continuities between WW2 and modern day Britain using different sources of evidence TRIP LI: To analyse a wide range of evidence in order to justify claims about the past (women)	CHRISTMAS SEWING Nativity scene Christmas card lollipop design	KAHOOT	SAMBA
	LI: To recognise that light travels in straight lines. LI: 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 LI: 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 LI: 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 LI: To use our knowledge that light travels in straight lines to explain why shadows have the same shape as the object that cast them	LI: To explain my interpretation of Justice LI: To understand what Justice is and know that we are called to work for it (scales and Himalaya artwork) CLASS MASS LI: To know that God calls all of us to speak out about injustice (Malala) LI: To use quotes and sources to explain the point of view of individuals (Oscar Romero) LI: To use scripture to help understand why people speak out for injustice LI: To be aware that Christians across the world speak up against injustice LI: To know that in advent we prepare to celebrate the birth of Jesus			LI: To discuss and research importance and uses of online questionnaires and voting systems LI: To complete class Kahoot quiz, showing children format and identifying range of options for answers and need for questions to be clear LI: In groups/ pairs construct questions and multiple choice answers linked to WWII topic. Use internet to cross reference answers and ensure they are correct LI: To compile questions together and discuss best order for questions Teacher to log into Kahoot and construct quiz. LI: Class to complete quiz, examine results and evaluate successes and improvements	

	LI: To explain how the eye works	LI: To reflect on what I have learnt about Justice ASSESSMENT	LI: To summarise the rapid change in history during WW2 (end of war) LI: To debate whether world war two should be commemorated		LI: Plan and create a quiz of their choice that could be created		
SPRING 1	<p>ANIMALS INCLUDING HUMANS</p> <p>LI: To identify and name the main parts of the circulatory system</p> <p>LI: To describe the functions of the heart, blood vessels and blood</p> <p>LI: To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>LI: To understand the different food groups and what makes a healthy diet</p> <p>LI: To plan a balanced diet and exercise plan</p> <p>LI: To describe the ways in which nutrients and water are transported within animals including humans</p>	<p>JESUS THE BREAD OF LIFE</p> <p>LI: To interpret Jesus as the Bread of Life</p> <p>LI: To evaluate the importance of the Passover</p> <p>LI: To reflect on the meaning of the Bread of Life and how it inspires us</p> <p>HOSTS FOR DISPLAY</p> <p>CONFESSION</p> <p>LI: To recall and explain the Penitential Rite and the Liturgy of the Word in mass</p> <p>LI: To know about the Passion and Death of Jesus and reflect on its importance for us (STATIONS OF THE CROSS)</p> <p>LI: To express the passion and death of Christ through poetry</p>	<p>KINGSWOOD</p> <p>LI: To use maps to locate the world's continents and describe other features (kahoot app for quiz)</p> <p>LI: To name and locate counties and cities of the United Kingdom and key topographical features</p> <p>LI: To describe and understand the key aspects of physical and human geography in Ashford</p> <p>LI: To retell the events at Kingswood</p> <p>LI: To use grid references, symbols and key on an Ordnance Survey maps to build my knowledge of the area of Ashford</p> <p>LI: To compare the urban features of two local areas</p> <p>LI: To investigate the effects of river floods</p>	<p>THE LANDLADY</p> <p>Doorway to <i>The Landlady</i> B&B and designs behind the doorway</p> <p>Half evil faces and half good faces - use of photographs and sketching pencils</p> <p>Eye sketches on circle wood</p>	<p>HOW COMPUTERS WORK E-Safety- CyberPass (LGfL site)</p> <p>LI: To introduce program and complete quizzes and activities in Settings section</p> <p>LI: Watch videos, discuss and complete quizzes and activities in Privacy and Looking sections</p> <p>LI: Watch videos, discuss and complete quizzes and activities in Share section Create checklist/ rules for sharing online</p> <p>LI: Watch videos, discuss and complete quizzes and activities in Playing and Talking sections</p> <p>LI: Watch videos, discuss and complete quizzes and activities in Friends and money sections</p>		

		<p>LI: To explain how each part of the mass can influence moral values and behaviour</p> <p>RECONCILIATION</p> <p>LI: To demonstrate, with references, how the Our Father, gives guidance and meaning to life</p> <p>LI: To reflect on what I have learnt about Jesus, the Bread of Life</p> <p>(ASSESSMENT)</p>			<p>LI: Create and record short videos about e-safety on iPads</p>		
<p>SPRING 2</p>	<p>EVOLUTION AND INHERITANCE</p> <p>LI: To recognise that living things have changed over time</p> <p>LI: To understand that fossils provide information about living things that inhabited the earth millions of years ago</p> <p>SCIENCE WEEK</p> <p>LI: To recognise that living things produce offspring of the same kind but not identical to their parents</p> <p>LI: To recognise that living things produce offspring of the same</p>	<p>JESUS SON OF GOD</p> <p>LI: To understand why Jesus washed the disciples' feet and reflect on the meaning this has for us</p> <p>LI: To reflect during Benediction</p> <p>LI: To reflect on what the Resurrection means for us</p> <p>LI: To know about the Ascension and reflect on what it was like for the disciples</p> <p>LI: To interpret how the Holy Spirit shapes lives and justify these interpretations</p>	<p>VIKINGS</p> <p>LI: To devise historically valid questions about significance</p> <p>LI: To use dates and terms accurately to describe events</p> <p>LI: To describe the characteristic features of the past (travel)</p> <p>LI: To compare the significance of Anglo-Saxon kings during the Viking period</p> <p>LI: To understand that no single source of evidence gives a full answer to questions about the past</p>	<p>Layered Viking image using long ship</p> <p>Use marbling inks for background</p> <p>Multimedia paper to collage</p> <p>Oil pastel and watercolour landscapes</p> <p>Design boat and head of ship and sail</p> <p>Assembling</p> <p>Evaluating</p>	<p>WebTech Tutor (LGFL site)</p> <p>LI: Explore website with children, explain that what we see in the page is positioned there by html coding. Look at some examples</p> <p>Children to work through online tutorial sessions at own pace to create webpage using HTML coding</p>		

	<p>kind but not identical to their parents</p> <p>Ll: To research and write down facts about Charles Darwin</p>	<p>Ll: To deepen our understanding of the Holy Spirit through interpreting scripture</p>	<p>Ll: To describe the religious diversity of past society (research a Viking God)</p> <p>Ll: To describe the social diversity of past society</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 (Norman Era)</p>				
SUMMER 1	<p>EVOLUTION LIVING THINGS AND THEIR HABITATS</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 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>The Work of the Apostles</p> <p>Ll: To explain how the Holy Spirit worked through the Apostles and reflect on how their experience can help us</p> <p>LITURGICAL DANCE</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>RAINFORESTS</p> <p>Ll: To use maps to locate South American countries and capital cities</p> <p>Ll: To describe and understand key aspects 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</p>	<p>STORMBREAKER</p> <p>Children design an original gadget, annotate, decide on materials and sequence</p> <p>Modrock their design</p> <p>Decorate design</p> <p>Evaluate</p> <p>Create a poster to sell the gadget</p>	<p>PROGRAMMING AND CODING CONTROL Scratch</p> <p>Ll: To remind yourself of Scratch interface and how to create a sprite</p> <p>Ll: To create a car racing game with simple background and programming for each car</p> <p>Ll: To program a sprite to collect sprites, and program movable sprites</p> <p>Ll: To add score board, countdown and 'You Win' sprite to game</p> <p>Ext: To add background and second level to game</p>		

	<p>LI: To describe how living things are grouped based on similarities and differences</p> <p>LI: To give reasons for classifying plants and animals</p> <p>LI: To research and investigate Carl Linnaeus</p>		<p>processes interact to have an impact</p> <p>LI: To carry out an in-depth study of the Peru region and make comparisons to the UK</p> <p>LI: To find out about trade and industry in South America</p> <p>LI: I can discuss, debate and make decisions considering ethical, moral and cultural viewpoints</p>		<p>LI: To be aware of different gaming platforms and plan a game to be created using scratch</p> <p>LI: To use all skills to create their own game</p>	
SUMMER 2	<p>SCIENTIST RESEARCH Organise to use the iPads during these weeks so students can research a scientist</p> <p>Student can choose from one of the 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 	<p>LI: To educate myself on other faiths and show their teachings and stories respect (OTHER FAITHS WEEK)</p> <p>LI: To explore Judaism and the importance of Rosh Hashanah</p> <p>LI: To discuss our relationship with God</p> <p>JON LEIGH VISIT</p> <p>CALLED TO SERVE</p> <p>LI: To interpret what it means to be <i>Called to Serve</i></p> <p>LI: To know and reflect on our calling to be disciples of Jesus</p> <p>LI: To know that the disciples were</p>	<p>SPARE TO ROLL</p>	<p>RAINFOREST</p> <p>Design 2 animals in pencil in art books</p> <p>Sketch chosen animal onto art paper</p> <p>Use black glue to go over outlines</p> <p>Fill in with watercolours or oil pastels</p> <p>Focus on tiger's eye using pastels</p> <p>Make torches to be used in a rainforest story</p> <p>Construct and evaluate</p>	<p>Switched on Minecraft</p> <p>LI: Creating a Tree Canopy (linked to rainforests)</p> <p>LI: Creating a Tree Canopy (linked to rainforests)</p> <p>LI: Creating a theme park ride or an air raid shelter (link to DT project or WWII topic)</p> <p>LI: Creating a theme park ride or an air raid shelter (link to DT project or WWII topic)</p> <p>LI: Building a temple of faith (linked to R.E)</p> <p>LI: Building a temple of faith (linked to R.E)</p>	<p>PRODUCTION</p>

	<ul style="list-style-type: none"> • Charles Darwin • Olaus Roemer • Benjamin Franklin • James Clerk Maxwell • Michael Faraday 	<p>ordinary people before they were called to serve</p> <p>LI: To use the meaning of the Good Samaritan to retell a modern day version</p>					
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