

<b>YEAR 6 TERMS 1 &amp; 2</b>							
<b>Big Question</b>	<b>Why must we remember?</b>						
<b>Concepts</b>							
<b>Why here, why now?</b>	Throughout this enquiry, Year 6 will develop their understanding of how an imbalance of <b>power</b> can be something that is caused by a chain of events involving many influences on a global scale, thereby widening their understanding of the complexity and many layers of <b>injustice</b> and <b>inequality</b> (linking to Y4 and Y5 learning about <b>inequality</b> in Roman times, the Space Race and the Civil Rights Movement in America). <b>Invasion</b> links back to Year 4 and Year 5. Year 6 develop their understanding further to explore why people invade, not to settle or overpower, but to defend.						
<b>Enquiry Questions</b>	Do morals matter? How did peoples' lives change? Is power always good? Should Britain have fought in WWI?						
<b>Science</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>National Curriculum</b></th> <th style="text-align: left;"><b>TAPS</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <b>Term 1: Light:</b> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> </td> <td style="vertical-align: top;"> <b>Term 1: Light – Shadow Manipulation</b> <ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul> </td> </tr> <tr> <td style="vertical-align: top;"> <b>Term 2: Electricity:</b> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram</li> </ul> </td> <td style="vertical-align: top;"> <b>Term 2: Electricity - Bulb Brightness</b> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.</li> </ul> </td> </tr> </tbody> </table>	<b>National Curriculum</b>	<b>TAPS</b>	<b>Term 1: Light:</b> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<b>Term 1: Light – Shadow Manipulation</b> <ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul>	<b>Term 2: Electricity:</b> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<b>Term 2: Electricity - Bulb Brightness</b> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal 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.</li> </ul>		
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<p><b>Computing</b></p>	<p><b>Kapow unit: Computing Systems and Networks – Bletchley Park</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>		

	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<p style="text-align: center;"><b>Design and Technology</b></p>	<p><b>Electricity – Steady Hand Game</b></p>
	<p><b>This may be done in term 3 due to availability of the National Grid workshops</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Focus:</b> Countries in Europe between 1914 and 1918</p>
	<ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) <del>and North and South America</del>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Allied forces</li> <li>• Central Powers</li> <li>• Which countries made up the treaties?</li> </ul>
<p style="text-align: center;"><b>History</b></p>	<p><b>Focus:</b> Countries in Europe between 1914 and 1918</p>
	<ul style="list-style-type: none"> <li>• Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- Conflict and resolution</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – War horse Literacy link</li> <li>• Remembrance assembly</li> </ul> <p><b>Vocabulary</b></p>

	<p><b>Revisited:</b> Past, present, old and new, year, similarities or same, differences or different, history, historical, source, evidence, Gods and Goddesses, Primary and secondary source, timeline, BC / AD, locate/location, country, ancient, modern, politics, ruling, ruler, chronological order, archaeologist, artefact</p>	<p><b>New:</b> Remembrance Day, World War 1, memorial</p>
<p><b>Languages</b></p>	<p><b>iLanguages Year 5 Scheme of Work (specific lessons yet to be agreed)</b></p>	
	<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally* and in writing.</li> </ul>	
<p><b>Music</b></p>	<p><b>Charanga:</b> Unit 1 - Happy</p>	<p><b>Remembrance:</b> World War 1</p>
<p><b>PE</b></p>	<p><b>Real PE Theme</b>   12 – Agility, Reaction and Response</p>	
	<p><b>Sport/Skill Application</b>   Netball</p>	
<p><b>RE</b></p>	<p><b>Faiths:</b> Christianity and Islam</p>	
	<p><b>Beliefs and Practices</b> What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> <li>• Show an understanding of why people show commitment in different ways.</li> <li>• Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</li> <li>• Think of some ways of showing commitment to God that would be better than others for Muslims.</li> </ul>	
	<p><b>Christmas – Incarnation</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <ul style="list-style-type: none"> <li>• Start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</li> <li>• describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</li> <li>• Explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</li> </ul>	



<p><b>PSHE</b></p>	<p><b>JIGSAW Units:</b></p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"><li>• I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</li><li>• I know that there are universal rights for all children but for many children these rights are not met.</li><li>• I understand that my actions affect other people locally and globally.</li><li>• I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</li><li>• I understand how an individual's behaviour can impact on a group.</li><li>• I understand how democracy and having a voice benefits the school community.</li></ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"><li>• I understand there are different perceptions about what normal means.</li><li>• I understand how being different could affect someone's life.</li><li>• I can explain some of the ways in which one person or a group can have power over another.</li><li>• I know some of the reasons why people use bullying behaviours.</li><li>• I can give examples of people with disabilities who lead amazing lives.</li><li>• I can explain ways in which difference can be a source of conflict and a cause for celebration.</li></ul>
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<b>YEAR 6 TERMS 3 &amp; 4</b>							
<b>Big Question</b>	<b>Why is the legacy of Ancient Greece important?</b>						
<b>Concepts</b>							
<b>Why here, why now?</b>	This links back to learning about the ancient civilisations of the Egyptians, Romans and Vikings studied in Y3, 4 & 5. It also links to learning in Y2 about Brunel and famous explorers because Y6 explore the 'legacy' that these periods of time and events have left us and how they influenced and inspired the way we live now. Learning about democracy links back to the Y5 concepts of inequality and slavery and allows Y6 to develop their thinking further to explore how to move away from inequality and create a 'just' and fair society.						
<b>Enquiry Questions</b>	Who were the Ancient Greeks? How do empires grow? Is the legacy of Ancient Greece important?						
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	<p><b>Vocabulary</b></p>	
	<p><b>Revisited:</b> Characteristics, classify, similarities, differences, plants, animals, invertebrates, vertebrates, amphibians, fish, reptiles, birds, mammals, classification keys, habitats, diet, exercise, nutrients, transported, main body parts, internal organs (skeletal, muscular and digestive system), function.</p>	<p><b>New:</b> Growth, development, puberty, gestation period. Micro-organisms, subdivided, classification system, broad, common observable characteristics, specific, Circulatory system, heart, blood vessels, blood, drugs, substances, lifestyle, health.</p>
<p style="text-align: center;"><b>Art and Design</b></p>	<p><b>National Curriculum</b></p>	
	<p><b>Term 3: Greek Clay Pots</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design:</p> <ul style="list-style-type: none"> <li>To sketch to record observations and use them to review and re-visit ideas</li> <li>To improve their mastery of sculpture – <b>clay pots in Ancient Greek Style</b></li> <li>About great artists, architects and designers in history - Ancient Greek architecture</li> <li>To use sketchbooks to collect, record and evaluate ideas.</li> <li>To improve mastery of techniques in drawing, painting, sculpture and other art, craft and design techniques using varied materials.</li> <li>To learn about a range of artists, architects and designers.</li> </ul> <p>FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS.</p>	<p><b>Skills Progression - Sculpture</b></p> <ul style="list-style-type: none"> <li>Children can create a coil pot in the style of Greek ceramics.</li> <li>Children can add pattern to their finished pot.</li> <li>Work around armatures or over constructed foundations</li> <li>Demonstrate experience in relief and freestanding work using a range of media.</li> </ul>
	<p><b>Key Artists:</b> Rembrandt, Picasso, Holbein, Frances Bacon, Seurat, Beryl Cook, Degas, L.S.Lowry, Keith Haring, Quentin Blake, Roy Lichenstein</p>	
	<p><b>Term 4: Vincent Van Gogh Sunflowers</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity,</p>	<p><b>Colours and Paint</b></p> <ul style="list-style-type: none"> <li>Mix and apply colours to represent still life objects from observation.</li> </ul>

	<p>experimentation and an increasing awareness of different kinds of art, craft and design:</p> <ul style="list-style-type: none"> <li>To sketch to record observations and use them to review and re-visit ideas</li> </ul> <p>FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS</p>	<ul style="list-style-type: none"> <li>Express feelings and emotion through colour. representation.</li> <li>Paint with greater skill and control, applying tonal techniques and more complex colour theory.</li> </ul>
<p><b>Key Artists:</b> Mackintosh, Gaudi, Hundertwasse, Andy Goldsworthy, Mondrian, Wassily Kandinsky.</p>		
<p><b>Vocabulary</b></p>		
	<p><b>Revisited:</b> <b>Sculpture:</b> Form, wrapping, padding, covering, undoing, re-arranging, shape (the names of different shapes), cutting, re-attaching, linking, sculpture, decoration, adding, junk, background, folding, size, scrunch, fastening, bending, twisting, looping, coil, fold, rolling, template, pulling, pushing, burrowing, smoothing, dampening, joined. form, texture, structures, modelling, curling, overlapping, armature, sculptors, stable, jewellery, pendant, threading, clipping, central design, arrangement, fringing, crumpling, plaiting, pleating. Selecting, combining, barriers, boundaries, size, scale, turning, pinching, dampened, inverted, joining, slip, impressing, roughen. 2D, 3D, model, scratching, grip, carving, surface, porous, building up, varied</p> <p><b>Drawing:</b> Line, pattern, texture, shape, tone. Descriptive words for lines. The names of art media i.e charcoal. Light, dark, smudging, blending, shades. pressing, colour, firmly, gently, upwards, downwards, overdrawing, detail, blends, patches, smudges, sequencing, storytelling, repetition, comic strips, frames. Zooming, view finder, window, isolate, view, sketches, outline, part, whole, enlarge, observe, near, far, composition, large, small, distance, viewpoints, position, secondary colour. portrait, self-portrait, styles, features, bumps, hollows, expressions, profile, shadow, scraffito, scraping, layers. Scaling up, scaling down, enlarging, reducing, grid, distortions, reflections, composition, harmonious relationships, arrangement, symmetrical, unbalanced, iscolated, abstract</p>	<p><b>New:</b> <b>Sculpture:</b> rigidity, firm, construction, flattened, coiling, spiral, securing, solid, platform, scaffolding, slotted, abstract, framework</p> <p><b>Drawing:</b> Portraits, proportion, self-portrait, features, symmetrical, sitter, shading, movement, movement words i.e jumping, batting, bent, upright, viewpoint, visual, cartoon, exaggerated</p>

Computing	Kapow unit: Term 3 – Data Handling 1 Big Data	Term 4 – Data Handling 2 Big Data
<p style="text-align: center;"><b>Design and Technology</b></p>	<p><b>Focus:</b> Ancient Greek Tapestry</p>	
	<p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>● Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as using decorative elements for mobile phone cases).</li> <li>● Use and revise variety of sewing techniques to use on their own designs. Create a tapestry of an Ancient Greek myth</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>● To design, make, evaluate and improve</li> </ul>	
	<p><b>Vocabulary</b></p>	
	<p><b>Revisited:</b> Assemble, joining, Materials, textiles, ingredients, cutting, shaping, folding, finishing, design, construct, construction, evaluate, refine, edit, Components, product designs,</p>	<p><b>New:</b> Decorative elements, tapestry, quality,</p>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Focus:</b> Ancient Greece</p>	
	<ul style="list-style-type: none"> <li>● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (<b>Greece</b>), and a region within North or South America.</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>● Where in the world is Greece?</li> <li>● What is Greece like now?</li> <li>● Map development of Greek Empire</li> </ul>	
	<p><b>Vocabulary</b></p> <p>Map, globe, atlas, symbols, key, aerial photographs, scale, Environment, land, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human features, city, town, village, factory, farm, house, office, port, harbour and shop, school, buildings, landmarks, settlements - hamlet, village, town city, land use - urban, rural, countryside, farmland, forestry, green belt, built up, industry, housing, conservation, reservoirs, agriculture, market town, resort, natural resources - energy, oil, gas, wood, food, minerals and water, economic activity – industry, port, harbour, market, trade links – airport, train station, railway, port, harbour, motorway, road, transport, ships, export, import, travel.</p>	
<p style="text-align: center;"><b>History</b></p>	<p><b>English Link – Percy Jackson and the Lightning Thief</b></p> <p>1a) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>● The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</li> </ul>	

	1b) Ancient Greece – a study of Greek life and achievements (music and technology) and their influence on the western world.	
	<b>Vocabulary</b>	
	<b>Revisited:</b> Past, present, old and new, year, similarities or same, differences or different, history, historical source, evidence, Gods and Goddesses, Primary and secondary source, timeline, BC / AD, locate/location, country, ancient, modern, politics, ruling, ruler, chronological order, archaeologist, thatch roof, artefact	<b>New:</b> City state, democracy, democratic, sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration., battle of Marathon, eye witness, Sparta(n), Athens(ian) Persia(n), battle formation, hoplite, defensive, strategy, retreat.
Languages	<b>iLanguages Year 4 Scheme of Work</b>	
	<b>Term 4:</b> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> </ul>	
Music	<b>Term 3: A New Year Carol</b> Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Perform/Share</li> </ul>	<b>Term 4: Music And Identity</b> Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Perform/Share</li> </ul>
PE	<b>Sport/Skill Application</b>	
	<b>Dance:</b> <ul style="list-style-type: none"> <li>• Extend compositional skills incorporating a wider range of dance styles and forms.</li> <li>• Compose, develop and adapt motifs to make dance phrases and use these in longer dances.</li> </ul> <b>Gymnastics:</b> <ul style="list-style-type: none"> <li>• Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy.</li> <li>• Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> </ul>	



		<p><b>Games/Athletics/OAA:</b></p> <ul style="list-style-type: none"> <li>Combine and perform skills with control, adapting them to meet the needs of the situation.</li> <li>Strength, stamina and speed when running, jumping and throwing, know rules, judge events.</li> <li>Work confidently in changing environments, adapt quickly.</li> </ul>
	<b>Vocabulary</b>	
	Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target.	
RE	<b>Faiths:</b>	Christianity
	<b>Believes and Meaning - Salvation</b>	
	Is anything ever eternal?	
	<ul style="list-style-type: none"> <li>Express the feelings I have when I think about situations or things I would like to last forever.</li> <li>Make links between different Christian beliefs and their views on whether anything is ever eternal.</li> <li>Reflect on my own beliefs about whether anything is eternal.</li> </ul>	
RE	<b>Easter - Salvation.</b>	
	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	
	<ul style="list-style-type: none"> <li>Explain how the influence people have had on me has affected what I see as important.</li> <li>Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</li> <li>Give my opinion as to whether Christianity is a strong religion now and say why I think this.</li> </ul>	
PSHE	<b>Connections</b>	
	The theme intends to explore the concept of democracy and could develop understanding of equality and ethics around trade.	
PSHE	<b>JIGSAW Units:</b>	Dreams and Goals   Healthy Me

<b>YEAR 6 TERMS 5 &amp; 6</b>					
<b>Big Question</b>	<b>Why do we need to change and adapt?</b>				
<b>Concepts</b>					
<b>Why here, why now?</b>	As we look ahead to the end of the children's time here at CBPSA, this enquiry asks all the questions of: What next? Where? When? We will look closely at changing, and sometimes challenging, social situations and how, as humans, we have learnt to adapt to cope. We will look at the changing world around us and consider why it is important to think carefully about our choices. The world and work of Charles Darwin is also studied here, and his theory of evolution and inheritance ties the natural world to our personal changes and development.				
<b>Enquiry Questions</b>	<p>How is the world around us changing?</p> <p>Do our choices impact others?</p> <p>What is happening to me?</p> <p>Does mindset matter?</p> <p>What is my legacy?</p>				
<b>Science</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;"><b>National Curriculum</b></th> <th style="text-align: left; width: 50%;"><b>TAPS</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><b>Evolution and Inheritance:</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Term 6 – Evolution:</b> Fossil Habitats</p> <ul style="list-style-type: none"> <li>• Explain degree of trust in results.</li> <li>• Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments.</li> </ul> </td> </tr> </tbody> </table> <p><b>Working Scientifically</b> During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> </ul>	<b>National Curriculum</b>	<b>TAPS</b>	<p><b>Evolution and Inheritance:</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>Term 6 – Evolution:</b> Fossil Habitats</p> <ul style="list-style-type: none"> <li>• Explain degree of trust in results.</li> <li>• Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments.</li> </ul>
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	<ul style="list-style-type: none"> <li>Reporting and presenting findings from enquiries, including conclusions, causal 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.</li> </ul>			
	<p><b>Vocabulary</b></p> <table border="1"> <tr> <td> <p><b>Revisited:</b> Fossil, rock, offspring.</p> </td> <td> <p><b>New:</b> Inhabited, vary, identical, adapted, adaptation, evolution, characteristics, breeds, variation, survive, palaeontologists, extreme conditions, advantages, disadvantages, specific adaptations.</p> </td> </tr> </table>	<p><b>Revisited:</b> Fossil, rock, offspring.</p>	<p><b>New:</b> Inhabited, vary, identical, adapted, adaptation, evolution, characteristics, breeds, variation, survive, palaeontologists, extreme conditions, advantages, disadvantages, specific adaptations.</p>	
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<b>Art and Design</b>	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>To use sketchbooks to collect, record and evaluate ideas.</li> <li>To improve mastery of techniques in <b>drawing, painting, sculpture</b> and other art, craft and design techniques using varied materials.</li> <li>To learn about a range of artists, architects and designers.</li> </ul> <p>FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS</p>	<p><b>Skills Progression (Colour, paint and print)</b></p> <ul style="list-style-type: none"> <li>Mix and apply colours to represent still life objects from observation.</li> <li>Express feelings and emotion through colour. representation.</li> <li>Paint with greater skill and control, applying tonal techniques and more complex colour theory.</li> </ul>		
	<p><b>Key Artists:</b> Picasso, Modigliani, Van Gogh, Andy Warhol, Dufy, Derain, Robert Delauney, Hundertwasser, Kline</p>			
	<p><b>Vocabulary</b></p> <table border="1"> <tr> <td> <p><b>Revisited:</b> Painting: Colour, adding, mixing, pallets, brushes, same, similar, different, compare, paler, darker, primary colours, naming, shades, colour family, thick, thin, brush strokes, merge. warm/cold colours, single primary system, dual primary system (i.e. bright blue/turquoise), vertical, horizontal, diagonal lines, still-life, mood, atmosphere, feeling words i.e anger, sadness, tone, texture, outline, overdrawing, monochrome, observation Seasonal, landscape, wash, background, foreground, seascape, graded tone wash, blend, merge, man made, natural, Aboriginal. Descriptive words i.e welcoming, pleasant, sinister, mysterious, camouflage</p> </td> <td> <p><b>New:</b> Painting: style, shape, pattern, scale, subject, view finder, isolate, contrasts, colour wheel, primary, secondary, complimentary, harmonious colours, vibrant, arrangement.</p> </td> </tr> </table>		<p><b>Revisited:</b> Painting: Colour, adding, mixing, pallets, brushes, same, similar, different, compare, paler, darker, primary colours, naming, shades, colour family, thick, thin, brush strokes, merge. warm/cold colours, single primary system, dual primary system (i.e. bright blue/turquoise), vertical, horizontal, diagonal lines, still-life, mood, atmosphere, feeling words i.e anger, sadness, tone, texture, outline, overdrawing, monochrome, observation Seasonal, landscape, wash, background, foreground, seascape, graded tone wash, blend, merge, man made, natural, Aboriginal. Descriptive words i.e welcoming, pleasant, sinister, mysterious, camouflage</p>	<p><b>New:</b> Painting: style, shape, pattern, scale, subject, view finder, isolate, contrasts, colour wheel, primary, secondary, complimentary, harmonious colours, vibrant, arrangement.</p>
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	<p><b>Computing</b></p> <p><b>Kapow unit: Programming – Intro to Python</b></p>			
<p><b>Design and Technology</b></p> <p><b>Food – A Balanced Diet</b></p> <ul style="list-style-type: none"> <li>Measure accurately and calculate ratios of ingredients to scale up or down from recipe.</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> <li>Learn about food components of a balanced diet.</li> </ul>				

	<ul style="list-style-type: none"> <li>Use knowledge of knowledge micro-organisms to understand the importance of correct storage and handling of ingredients.</li> </ul>	
	<b>Vocabulary</b>	
	<b>Revisited:</b> Food hygiene, healthy diet, Chop, stir, mix, healthy, unhealthy, diet, ingredients, healthy choices, seasonality, grown, reared, caught, processed,	<b>New:</b> Ratio, refine, develop, storage
<b>Geography</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <b>Focus:</b> Kilve river study – links to fieldwork in Term 1.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <b>(Term 6)</b>.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps <b>(Y7 Transition lessons)</b>, plans and graphs, and digital technologies.</li> </ul>	
<b>History</b>		
<b>Languages</b>		
<b>Music</b>	<b>Term 5: You've Got A Friend</b> Listen & Appraise (descriptions for all strands as above). Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Improvisation - option after Step 3</li> <li>Composition - option after Step 4</li> <li>Perform/Share</li> </ul> Carole King's music - her life as a composer. Friendship: <ul style="list-style-type: none"> <li>You've Got A Friend by Carole King</li> <li>The Loco-Motion sung by Little Eva, written by Carole King</li> <li>One Fine Day sung by The Chiffons, written by Carole King</li> <li>Up On The Roof sung by The Drifters, written by Carole King</li> <li>Will You Still Love Me Tomorrow by Carole King</li> <li>(You Make Me Feel Like) A Natural Woman) by Carole King</li> </ul> Revision and deciding what to perform. Listen to Western Classical Music. The language of music.	<b>Term 6: Reflect, Rewind and Replay</b> Listen & Appraise (descriptions as above). Musical Activities: <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Improvisation - option after Step 3</li> <li>Composition - option after Step 4</li> <li>Perform/Share</li> </ul>
	<b>Sport/Skill Application</b>	<b>Dance:</b>



PE	<ul style="list-style-type: none"> <li>Extend compositional skills incorporating a wider range of dance styles and forms.</li> <li>Compose, develop and adapt motifs to make dance phrases and use these in longer dances.</li> </ul>		
	<b>Gymnastics:</b> <ul style="list-style-type: none"> <li>Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy.</li> <li>Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> </ul>		
	<b>Games/Athletics/OAA:</b> <ul style="list-style-type: none"> <li>Combine and perform skills with control, adapting them to meet the needs of the situation.</li> <li>Strength, stamina and speed when running, jumping and throwing, know rules, judge events.</li> <li>Work confidently in changing environments, adapt quickly.</li> </ul>		
RE	<b>Faiths:</b>	Islam	
	<b>Beliefs and meaning:</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <ul style="list-style-type: none"> <li>Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</li> <li>Explain how believing in Akhirah influences Muslims to do their best to lead good lives.</li> <li>Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> </ul>		
	<b>Connections</b> This theme will explore the issue of change linking to transition and changes personal to the children. It allows children to make connections in the way they are changing and could also offer them opportunities to look back and share their experiences with younger children as well as looking forward.		
PSHE	<b>JIGSAW Units:</b>	Relationships	Changing Me