

Year group: 6 Term: Spring 1

Focus Subject: Science

BIG Question: Why is it so important to look after our heart?



Educate
Protect
Love
Serve

Key Vocabulary:

Balanced diet fibre carbohydrates arteries atrium veins heart

Practise at Home:

SATS – intervention
Spellings
IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: Dissecting a heart/ finding out about the NHS

Relationships and Health Education:

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe

Boy's and girl's bodies

As Musicians, we will:

Musical Spotlight is Gaining Confidence through Performance'. You will continue to learn about all the Foundational Elements of Music with a focus on confidence through performing, while working implicitly with all the other elements of music

DT: As designers, we will:

Understand about seasonality in relation to food products and the source of different food products.

Know that seasons may affect the food available.

Know that different food and drink contain different substances, nutrients, water and fibre that are needed for health.

Know how food is processed from into ingredients that can be eaten or used in cooking.

RE: as theologians, we will:

Local Church -Community Understand that the celebrations are community occasions. On Sundays, the family gathers together. It is a time to remember how n is to celebrate; a time to say thank you; a time to know that God's love is offered and made visible here and now in Jesus and in people. Sacraments are more formal special moments: signs of 'God-with-us', who journeys with his people; signs of strength and blessing for life.



Think back to your childhood. Which celebrations of community life did you most enjoy?

Eucharist -relating Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level

Recall a time when you were thanked. How was the gratitude expressed? How did you feel?

How are relationships deepened in everyday life?

Science: As scientists, we will:

identify and name the main parts of the human circulatory 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

PE: As athletes, we will:

play a competitive badminton game using the following skills: to

control the shuttlecock with a badminton racket; to start the game using

both a backhand push serve or an underarm serve within the rules; to

play both backhand and forehand shots consistently throughout a rally;

to use different tactics in gameplay to overcome your opposition with a

high level of success



Maths: As mathematicians, we will:

identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places multiply one-digit numbers with up to 2 decimal places by whole numbers

use written division methods in cases where the answer has up to 2 decimal places

solve problems which require answers to be rounded to specified degrees of accuracy

recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

English: As readers and writers, we will:

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

MFL: As linguists, we will learn:

speak with increasing confidence, fluency and spontaneity, finding ways of

communicating what they want to say, including through discussion and asking

questions, and continually improving the accuracy of their pronunciation and intonation

Computing: As programmers, we will:

Develop their ability to apply their digital literacy capability to support their use of language and communication skills.

· Develop their digital literacy capability and understand the importance of information and how to select and prepare it.

· Develop their computational thinking – the ability to solve problems in a creative, logical and collaborative way

PSHE/ RSHE: As PSHEers, we will:

Learn more about the ways people are discriminated against

Learn more about rules, rights and responsibilities in the community; Peoples rights

Art: As artists, we will:

10 minutes a day art sessions

Spelling	Y5 / Y6 statutory spelling words - identifying rules	Y5 / Y6 statutory spelling words - identifying rules	Y5 / Y6 statutory spelling words - identifying rules	Y5 / Y6 statutory spelling words - identifying rules	Y5 / Y6 statutory spelling words - identifying rules	Y5 / Y6 statutory spelling words - identifying rules	N/A
SPAG	<ul style="list-style-type: none"> SATS Q for starter – AFL Explanation Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> SATS Q for starter – AFL Explanation Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> SATS Q for starter – AFL Explanation Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> SATS Q for starter – AFL Explanation Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> SATS Q for starter – AFL Explanation Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> SATS Q for starter – AFL Explanation Then Another SATS Q to gauge understanding 	
Maths 5:5 revisit: Fractions Long division and multiplication	Unit 7 DECIMALS L1 MULTIPLYING BY 10, 100, 100 L2 DIVIDING BY 10, 100, 1000 15:15	Unit 7 DECIMALS L3 DECIMAL TO FRACTIONS L4 FRACTIONS TO DECIMALS L5 FRACTIONS TO DECIMALS L6 MULTIPLYING DECIMALS L7 MULTIPLYING DECIMALS 15:15	Unit7 DECIMALS L8 DIVIDING DECIMALS L9 DIVIDING DECIMALS End of unit check 15:15	Unit 8 PERCENTAGES L1 PERCENTAGES OF.... 1 L2 PERCENTAGES OF....2 L3 PERCENTAGES OF....3 L4 PERCENTAGES OF....4 15:15	Unit 8 PERCENTAGES L5 FINDING MISSING VALUES L6 CONVERTING PERCENTAGES TO FRACTIONS L7 EQUIVALENT PERCENTAGES FRACTIONS DECIMALS L8 EQUIVALENT PERCENTAGES FRACTIONS DECIMALS 15:15	Unit 8 PERCENTAGES L9 MIXED PROBLEM SOLVING End of unit check 15:15 SATS PAPERS and interventions Paper 1 Paper 2 Paper 3	

Science

LQ What are the key parts of a healthy diet?

- Describe the key parts of a healthy diet
- Describe the effect of each food group
- Give examples of nutritional deficiencies

LQ. Why do people with different lifestyles need different diets?

- Describe what is meant by different lifestyles
- Explain why different people may need different diets
- Design a diet for two people with different lifestyles

LQ. What effect does exercise have on the muscles?

- Describe how muscles enable movement
- Describe what happens to muscles during exercise
- Describe how muscles can change over time due to exercise

LQ What happens to the circulatory system during exercise?

- Describe the parts of the circulatory system
 - Describe the changes that will occur during exercise
 - Describe how an athlete's body will respond differently to exercise
- Dissecting a pig's heart

LQ What are medicinal drugs?

- Describe what is meant by medicinal drugs
- Give some examples of common medicinal drugs
- Describe how medicinal drugs may affect the body

LQ. What are nicotine and alcohol?

- Define nicotine and alcohol
- Explain how nicotine and alcohol came to be used by humans
- Describe some effects of using nicotine and alcohol to excess

<p style="text-align: center; color: orange; font-weight: bold;">RE</p>	<p style="text-align: center; font-weight: bold;">COMMUNITY</p> <p>LEARNING FOCUS: Explore</p> <p>LQ Can I identify a wide variety of books and the purpose for which they were written?</p> <p>look at the lists of books your friends in class use. Compare them to your own. What are similar? What are different? What have you enjoyed from books this week? What have you learned? Has anything surprised you, or stuck in your memory for any reason? How have you been persuaded or influenced by them?</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 1 LQ. Can I explore and identify the Bible? Matthew 5: 13-16 in different versions of the Bible. Record the text, note and comment on any differences found and say which version you like and why. Show how the text might influence and shape the life of a Christian</p>	<p style="text-align: center; font-weight: bold;">COMMUNITY</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 2 LQ. Can I identify the kinds of books in the Bible?</p> <p>Using any version of the Bible, find readings and put them in the order you find them in your Bible. Write down the Bible you have used and the page you found the passages on.</p> <p>Lesson 3 LQ. Can I find certain categories in The Old Testament, Hebrew Scriptures.</p> <p>Find the book or books which fit into these categories:</p> <p>i A book of history, telling stories of the times of the people of Israel and Judah. It tells of kings and prophets, battles and wars, victories and defeats; and the everyday things that go into the making of people's lives.</p> <p>ii A book about the beginnings. It is about the creation of the world, and the creation of people. It contains stories of the ancestors of the people of Israel.</p> <p>iii Some books which tell stories all about women. The first is about a woman who, after the death of her husband, went back to live in her mother-in-law's house. She was the great-grandmother of David, Israel's greatest King. Another tells the story of a woman who was very brave</p>	<p style="text-align: center; font-weight: bold;">COMMUNITY</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 4 LQ. Can I make links between New Testament Books: Gospels and my beliefs.?</p> <p>Find your favourite story or saying in the Gospel. Describe how it might affect what you believe. Make links between this and what Christians believe. How might it affect your behaviour?</p> <p>Lesson 5 Can I write a letter of advice using New Testament Books: Acts/Letters/Revelation?</p> <p>Write a letter, in the style of St. Paul, to the children in Year 2, advising them on how to behave as they grow up as members of your school community. Give them as much guidance as you can to encourage them to behave in a Christian manner towards each other. Use your own experience.</p>	<p style="text-align: center; font-weight: bold;">COMMUNITY</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 6 LQ How can the Bible be used in our daily life?</p> <p>Using your favourite passage of Scripture, describe how it helps the Christian's belief in God. Include your own ideas, feelings and experiences and make links between them.</p> <p>RESPOND</p> <ul style="list-style-type: none"> ○ How our lives are enriched by books. ○ The wonder of books and how they take a person beyond themselves. ○ The presence of God in the words of Scripture. <p>Provide the opportunity, possibly by one of the means above, for the children to remember</p> <ul style="list-style-type: none"> ○ The Bible was inspired by the Holy Spirit. ○ The Bible tells of God's love for his People. ○ The care and reverence with which the Word of God is treated. ○ Some of the books of the Bible and their genres. ○ How to find a reference. 	<p style="text-align: center; font-weight: bold;">EUCCHARIST</p> <p>LEARNING FOCUS: Explore</p> <p>LQ Can I identify what nourishes and what spoils friendship and unity?</p> <p>Produce a set of guidelines to explain the benefits of having friends. How do your own values and beliefs affect how you manage your friendships when they are spoiled?</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 1 LQ Can I explain what Jesus prayed for?</p> <p>As a disciple, explain what Jesus taught about 'being one with God and with each other'. Give reasons for the difference this teaching has made to the way you live your life.</p>	<p style="text-align: center; font-weight: bold;">EUCCHARIST</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 2 LQ. Can I explain what Communion with Jesus means?</p> <p>Chose some suitable music or hymn e.g. 'Bind us together Lord' with which to develop a dance showing how Jesus brings together many different people with different gifts.</p> <p>Lesson 3 LQ Can I explain how the Eucharist challenges Christians to live in communion?</p> <p>Describe all the ways in which you can work for the peace and unity of your family, class and/or school today. Illustrate this in a method of your own choice e.g. a PowerPoint presentation. Make links to some scripture already studied in this topic, some of the phrases from the Eucharistic Prayer for Children III and your own experience and feelings.</p>	
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		and saved her people from the Israelites.		<ul style="list-style-type: none"> The different parts of the Bible; the Old Testament, Hebrew Scriptures, Gospels, Acts, Letters and Revelation. What the Bible means to the Christian. 			
Music	Charanga – Scheme B Unit 3 – Lesson 1	Charanga – Scheme B Unit 3 – Lesson 2	Charanga – Scheme B Unit 3 – Lesson 3	Charanga – Scheme B Unit 3 – Lesson 4	Charanga – Scheme B Unit 3– Lesson 5	Charanga – Scheme B Unit 3 – Lesson 6	
DT					<p>Explore foods from around the world- what is healthy and unhealthy</p> <p>Explore foods that have been made from a group of foods, what is in the product?</p>	<p>Follow and design a recipe to make a healthy topped bread/ pizza</p> <p>Gather market research on what was the best product made.</p>	
PE	Gymnastics Badminton	Gymnastics Badminton	Gymnastics Badminton	Gymnastics Badminton	Gymnastics Badminton	Gymnastics Badminton	
Computing	<p>LQ. What makes a good website? To review an existing website and consider its structure</p> <ul style="list-style-type: none"> I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML 	<p>LQ. How would you lay out your web page? To plan the features of a web page</p> <ul style="list-style-type: none"> I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose 	<p>LQ. Can I consider the ownership and use of images? To consider the ownership and use of images (copyright)</p> <ul style="list-style-type: none"> I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use' 	<p>LQ. Can I note the importance of previewing work? To recognise the need to preview pages</p> <ul style="list-style-type: none"> I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits. 	<p>LQ. To outline the need for a navigation path</p> <ul style="list-style-type: none"> I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks 	<p>LQ. To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website 	
MFL	LQ. Can I say and recognise the months of the year in French?	LQ. Can I say the month of my birthday?	LQ. Can I say my name, age and birthday in French?	LQ. Can I say my nationality in French?	LQ. I can say where I live and which languages I speak in French?		

RSHE	Friendships	Resilience	Lifestyle / diet	Respect	Discrimination	Rights and responsibilities	
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