

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

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

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.
Know how to prepare and cook savoury dishes safely and hygienically including the use of a heat source.
Know how to use a range of techniques such as peeling, chopping, slicing, grating,

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

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

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 much they celebrate; a time to say thank you; a time to know that 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?

Art: As artists, we will:

10 minutes every other day art sessions

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

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
Gifts, girls bodies and boys bodies and growing up, friendships

MFL: As linguists, we will learn:

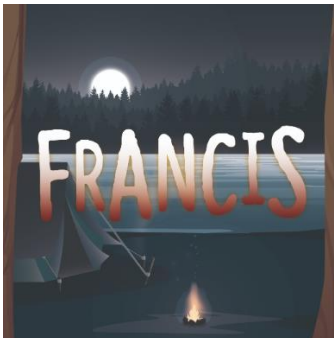




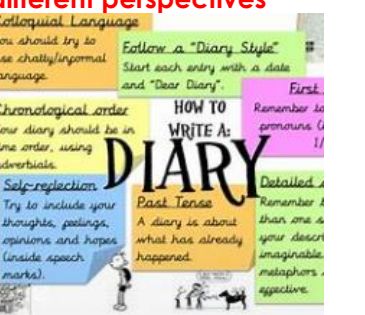






speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
grammatical structures that they have learnt to discover and develop an appreciation of a range of writing in the language studied.

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
· Become responsible, competent, confident and creative users of information and communication technology.

Half Term Overview – Year 6 – Spring 1

Why is it so important to look after our heart?

Dates	W/C 6 th Jan	W/C 13 th Jan	W/C 20 th Jan	W/C 27 th Jan	W/C 3 rd Feb	W/C 10 th Feb
Events				Dissecting a pig's heart		
Genre	<p>Narrative</p> 	<p>Narrative</p> 	<p>Narrative</p> 	<p>Non-Fiction, newspaper report</p> 	<p>THE NIGHT TIMES SPYING GIRAFFES SPOTTED IN LONDON</p> 	<p>Non-Fiction, diary from different perspectives</p>  <p>Alternative fairy tale – 3 pigs</p>
English	<p>Imitate Lesson 1 LO: I can hook my audience into a good suspense story. Lesson 2 LO: I can identify and use phrases that bring a setting to life. Lesson 3 LO I can edit and improve my setting description Lesson 4 LO: I can map the key stages of a suspense story Lesson 5 LO: I can use ISPACE and relative clauses to describe a character.</p>	<p>Innovate Independent write Lesson 6 LO: I can use show, don't tell to describe emotions. Lesson 7 LO: I can create tension in my writing. Lesson 8 LO: I can plan my suspense story using a story mountain Lesson 9 & 10 LO I can Imitate the story</p>	<p>Invent Planning/Boxing Up First Draft Edit and Improve Publish</p>	<p>Lesson 1 HOOK + features of a newspaper report - Building vocabulary and phrases Lesson 2 Headlines and concise Introductions Lesson 3 Building Cohesion between Paragraphs Lesson 4 Structure of paragraphs PEE Direct and indirect speech Lesson 5 Direct and Indirect Speech</p>	<p>INVENTION Independent write Lesson 6, 7, 8, 9 Planning/Boxing Up First Draft Edit and Improve Publish</p>	<p>Independent write Lesson 1 HOOK + features of a diary entry Identifying how different perspectives see things differently Lesson 2 Vocabulary and language that shows awareness of audience and level of formality Lesson 3 Self-reflection – hopes, feelings, deeper thoughts PLAN 1st DRAFT EDIT FINAL DRAFT</p>
Reading	 - class book	 - class book	 - class book	 - class book	 - class book	 - class book

Comprehension	Draw inference Evaluate language choice VIPERS Questioning	Draw inference Evaluate language choice VIPERS Questioning	Draw inference Evaluate language choice VIPERS Questioning	Draw inference Evaluate language choice VIPERS Questioning	Draw inference Evaluate language choice VIPERS Questioning	Draw inference Evaluate language choice VIPERS Questioning	
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	Recap Long Multiplication (2x2) Recap Long Multiplication (2x3&4) Recap Long Division Recap Long Division with remainders Recap Consolidation and practice 15:15	Unit 9 Place value to 3 d.p Round decimals Add and subtract decimals x by 10, 100, 1000 Recap Consolidation and practice 15:15	Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Fractions to decimals Fractions as division 15:15	Unit 10 Percentages 1 Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Recap Consolidation and practice 15:15	Simple percentage of an amount Percentage of an amount – 1% Percentages of an amount Percentages (missing values) 15:15	Weights and measure recap Paper 1 Paper 2 Paper 3	
Science	<u>Functions of the heart</u> LO: to describe what the human heart is and what it does.	<u>Function of blood</u> LO: to describe what blood is and what it does.	<u>Function of blood vessels</u> LO: to describe what blood vessels are and what they do.	<u>How nutrients and water are transported within humans</u> LO: to describe how water and nutrients from food travel through the body.	Dissecting a pig's heart	<u>The circulatory system: plan, do, review</u> LO: to plan, carry out and review a presentation giving information about the circulatory system in humans.	

<p style="text-align: center; color: orange; font-weight: bold;">RE</p>	<p>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>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</p>	<p>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>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"> <input type="checkbox"/> How our lives are enriched by books. <input type="checkbox"/> The wonder of books and how they take a person beyond themselves. <input type="checkbox"/> 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"> <input type="checkbox"/> The Bible was inspired by the Holy Spirit. <input type="checkbox"/> The Bible tells of God's love for his People. <input type="checkbox"/> The care and reverence with which the Word of God is treated. <input type="checkbox"/> Some of the books of the Bible and their genres. 	<p>EUCHARIST</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>EUCHARIST</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>	
---	---	--	--	--	---	---	--

		brave and saved her people from the Israelites.		<input type="checkbox"/> How to find a reference. <input type="checkbox"/> The different parts of the Bible; the Old Testament, Hebrew Scriptures, Gospels, Acts, Letters and Revelation. <input type="checkbox"/> What the Bible means to the Christian.			
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 Chance to Shine Cricket	Gymnastics Chance to Shine Cricket	Gymnastics Chance to Shine Cricket	Gymnastics Chance to Shine Cricket	Gymnastics Chance to Shine Cricket	Gymnastics Chance to Shine Cricket	
RSHE	Friendships	Gifts and Talents	Girls Bodies	Boys Bodies	Spots and Sleep	Body Image	