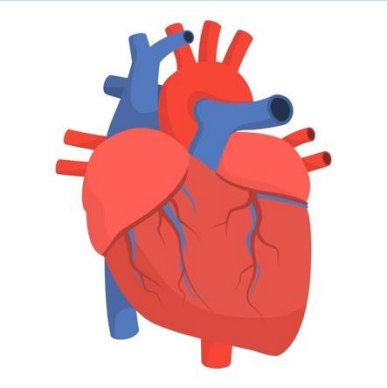
Thornton Primary School

Curriculum Medium Term Planning



Year: 6
Term: Autumn 1

Explanation

During this unit, the class will find out about how the circulatory system works within the human body. They will specifically focus upon the structure and workings of the heart.

- *In Geography, children will be learning about the economic activity in the UK including sustainable agriculture and sustainable energy sources.*
- *Computing will involve looking at how data is transferred across the internet including communication and collaboration.*

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Science - Circulatory System

Retrieval	Vocabulary	Knowledge	Skills
• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions	Heart Veins Valve Pulse Heart attack Ventricle Atrium Vena Cava Pulmonary Vein Oxygen	• To identify and describe the functions of different parts of the circulatory system: heart, arteries and blood • describe the ways in which nutrients and water and transported within animals including humans. • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	• To label the different parts of the circulatory system and describe what the function of each part plays. • To draw and label a heart diagram • To describe what happens at each stage of the heart functionality • To be able to accurately take own pulse before and after exercise • To explain what a healthy diet consists of and know how the food we eat can affect the functionality of our circulatory system

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Assessing prior knowledge – what do we know and what we want to find out. **Animals including humans prior learning and re-cap.** Pupils will label a skeleton as part of Y3 prior learning, re-cap the digestive system as part of Y4 learning and look at the human life cycle as part of Y5 learning. They will complete a brain dump of what they already know about the circulatory system and ask questions about what they would like to know.	**Circulatory System functions** **To know the functions of the circulatory system** Look at the different parts which make up the circulatory system and how they all work together. Begin to label a heart,	**Heart** **To know and understand how the heart works** Look in detail at the function of the heart and how the heart works. Look at a heart diagram in detail and write a description of how the heart works. Draw and label heart.	**Practical lesson** **Dissecting lamb's heart** Practical lesson looking a dissected lamb and Ox heart	**Recording lesson** Children are to record their findings from the practical lesson	**Heart** **To know that diet, health and lifestyle can have an impact on the way our bodies function** Look at how the lifestyle we lead can affect the way in which our body functions. Children to find own heartbea	**To know how the heart rate is affected by exercise and how to keep our heart health** Children to learn how to take pulse and see how exercise affects the heartrate. Take part in various exercises to see which one raises their heart rate the most. Ensure an understanding of healthy food and diet too.

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Geography Economic Activity in The UK

Retrieval	Vocabulary	Knowledge	Skills
• The UK is an Island. • It is surrounded by seas (Irish Sea, North Sea and English Channel) • The UK is divided into 4 countries, these are England, Scotland, Wales and Northern Ireland and their capital cities • London is the capital city of England. • Bradford is a city in the county of West Yorkshire. • The River Aire flows near Bradford. • Name eight counties Lancashire, West Yorkshire, North Yorkshire, South Yorkshire, East riding of Yorkshire, Greater Manchester, Cumbria and Lincolnshire • 6 largest cities in England are London, Manchester, Birmingham, Leeds, Liverpool and Sheffield.	minerals, global, industry, renewable energy non-renewable energy, conserve. import, export, globalisation,	• Recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and topographical features. • - Know the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity, trade links and the distribution of natural resources, including energy, food, minerals and water.	• Human and Physical Geography • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies • Ask and answer questions e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Communicate geographical information in a variety of ways including through maps, diagrams, charts and graphs • Describe how locations around the world are changing and explain some of the reasons for change. • Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Location and place What are the key geographical features of the UK?	**Human Processes** What are the main sectors or the UK economy?	**Physical Features and Physical Processes** How sustainable is agriculture in the Uk?	**(Cont. Spring 2)** **Physical Features and Physical Processes** How sustainable is energy generation is in the Uk?	**Physical Features and Physical Processes** How sustainable is water production is in the Uk?	**Change and Sustainability** How sustainable is the use of rare earth elements?

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RE- Why does Religion look different around the world?

Retrieval	Vocabulary	Knowledge	Skills
Children will be familiar with the values from faiths studied in KS1 They will make links to our own school values	Guru Gobind Singh Guru Granth Sahib Khalsa Amrit Baptism Sewa Langar The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword) Khanda symbol	• Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community • Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them • Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community • Understand how Jewish people observe Shabbat and look at traditions • Understand how practices can be linked to scripture	• Asking challenging questions and reflecting on the origins of their questions. • Identifying key information from a broad range of sources independently. • Explaining why interpretations of scripture and stories vary among different people. • Synthesising information from different sources to suggest ideas about beliefs. • Recognising how the historical and cultural context of stories can influence their meaning. • Analysing events and issues and how these might impact people's lives.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
LO- To identify the simalarities and differences between religions. Explore values and understand that people have different ideas about what is important.	**LO- To identify why some mitzvot have been adapted.** Understand how some Jewish people might observe Shabbat	**LO- To explain why traditions may vary** Children to look at the tradition of Friday night dinner and understand why its important.	**LO- To recognise how some practices are influenced by culture and scripture.** Investigate how Sikh teachings and stories influence Sikh practice.	**LO- To understand why someone might want to cover their hair** Understand the concept of 'commitment in religion

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Design Technology - Making Structures

Retrieval	Vocabulary	Knowledge	Skills
• Be able to add detail to pictures and begin to use side of pencil to add shading to detail • Know that there are a range of drawing materials charcoal, pencil and pastel and have explored using these • Show pattern & texture in drawings by adding dots/ lines • Understand the basic use of a sketchbook and work out ideas from drawings.	Perspective, chiaroscuro, composition, commissioned technique, aesthetic, representative, mural Expression tone	• Know how to collect a good range of imagery - Understand how to create light and dark through drawing techniques. • Know what is meant by chiaroscuro. • Understand the impact of using techniques for effect. • Know how to identify a cause and decide what message they want to convey.	• Make relevant comparisons between different styles of art • Use tools effectively to explore a range of effects. • Generate symbols that reflect their likes and dislikes • Apply chiaroscuro to create light and form through a tonal drawing. • Participate in a discussion that examines the similarities and differences between different styles of art • Form their own opinions about what art is, justifying their ideas • Review sketchbook and creative work to develop a drawn image

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Design and research Children will be researching different kinds of playgrounds and how the structures are made	**Design and research** Children will design their own playgrounds. Designs will be annotated explaining how they will make the structures	**Build** Children will be creating and building different types of structures and working out how different materials can be joined together	**Improve** Children will be making improvements to their structures and creating moving parts	**Create** Children will be creating the landscape for their designs	**Assessment and evaluation** Children will present and showcase their designs to the class / year group. They will assess and evaluate each other's and their own designs.

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PSHE – Me and My relationships

Retrieval	Vocabulary	Knowledge	Skills
• Children have covered these themes previously: • Year 3: co-operation, caring friendships and respectful relationships. • Year 4: recognising feelings and assertive skills. • Year 5: feelings, friendship sills including compromise and assertive skills. • Children understand negotiation and compromise. They know how to resolve conflict. • Children can identify characteristics of passive, aggressive and assertive behaviours. • Children can identify risk factors for smoking and cyber bullying.	Conflict, resolution, self-esteem internet safety. emotional needs, inappropriate touch Assertiveness, communication, assertiveness, forced marriage, arranged marriage, LGBT, civil partnership, diversity, FGM	• Know how to use positive strategies for negotiating and compromising within a collaborative task. • Recognise peer influence and pressure. • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics. • Be able to suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way. • Describe ways in which people show their commitment to each other. • Know the ages at which a person can marry, depending on whether their parents agree.	• To understand why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. • To give examples of qualities in action and the difference they make. • To give examples of negotiation and compromise. • To give examples of negotiation and compromise. • To describe how religious and cultural differences can be a source of conflict and explain some reasons for this. E.g. fear, ignorance, misunderstanding etc.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
LO: To demonstrate a collaborative approach to a task. Children will be playing a game to understand how to work collaboratively. Challenge: Build a bridge using paper and tape	**LO: To demonstrate positive strategies for negotiating and compromising within a collaborative task.** Children are to use negotiation skills and compromise skills through discussion and activities	**LO: To recognise basic emotional needs and understand that they change according to circumstances.** Children are to use a range of activities and some role play to look at and understand how peer pressure can affect decisions. They will learn how to use assertive behaviour to ensure they do not experience peer pressure.	**LO: To understand that everyone has the right to be free to choose who and whether to marry** Children are to understand that marriage is a declaration two people make when they are fully committed to each other. Using a range of resources, children will understand that marriage is a choice and it is illegal to be forced into marriage.	**LO: Recognise that some types of physical contact can produce strong negative feelings** Children are to learn that some touches can make us feel uncomfortable and some touches can be illegal. They are to learn What they could do in the situations that were not appropriate or were illegal, ell a parent or other trusted adult.]

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Computing – Communication and collaboration

Retrieval	Vocabulary	Knowledge	Skills
• In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. Note: Some of the content in this unit was previously included in the Year 5 – 'Computer systems and networks' unit, so some learners may have already completed similar activities. Where this is the case, the context for the activity has been changed.	Communicate Transfer Address Text Image Video Audio Data packet Domain name server Internet Protocol	• To know how to transfer data safely and responsibly • To work collaboratively on online projects • They will evaluate effective ways of online collaborative working	design, write , evaluate, collaborate

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
L.O. To use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Lesson 6 Communicating responsibly	**L.O. I can recognise that data is transferred using agreed methods** I can explain that internet devices have addresses I can describe how computers use addresses to access websites Lesson 1 Internet addresses	**L.O. I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets** I can explain that all data transferred over the internet is in packets Lesson 2 Data packets	**L.O. I can recognise how to access shared files stored online** I can send information over the internet in different ways I can explain that the internet allows different media to be shared Lesson 3 Working together	L.O. I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration Lesson 4 Shared working	**L.O. I can explain the different ways in which people communicate** I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purposes Lesson 5 How we communicate

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MFL At School

Retrieval	Vocabulary	Knowledge	Skills
• Children have explored patterns in regular er verbs • Children started applying rules connected to adjectival agreement correctly • Children should be able to count to 100	Heure Midi Minuit Demie Voici La sale de classe La cour La grande sale La bibliotheque La cuisine	• To know the French names for places in school • To know how to tell the time on the hour • To know the names of school subjects in French • To know how to make statements about the school environment • To know how to make statements about break time activities • To know how their school day compares to a typical timings and timetable in a French speaking country	• To be able to tell the time on the hour in French • To be able to ask and answer simple questions in French • To be able to speak in sentences using familiar vocabulary , phrases and basic language • To develop accurate intonation and pronunciation so that others understand • To broaden their vocabulary and develop their ability to understand new words • To start understanding basic grammar

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To tell the time in French Qu'elle heure est-il?	LO: To ask where places are in school Ou est...?	LO: To know where places are around school Voici...	LO: To be able to say the names of the school timetable	LO: To write a school timetable in French	LO: To know the French breaktime

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Music - How music brings us together

Retrieval	Vocabulary	Knowledge	Skills
• Children already know how to appraise music • They know some basic notes on a glockenspiel • They know how to copy and repeat basic patterns in music • They know how to perform melodic tunes together • They know how to play in time with the music	Tempo Time signature Key signature Rhythmic patters Minims Crotchets Quavers Semi-quavers Soul music Pop music	• To know the ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. • To understand the central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy. • To know how music can bring people closer together by sharing what we like and listen to.	• Children will be able to listen and appraise three different songs • They will know the different styles of songs are pop songs and soul songs • They will be able to sing three different songs • They will be able to perform three different songs using the glockenspiel • They will be able to explain how music can bring us together.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Recap key vocabulary and prior knowledge above LO-To listen and appraise a song	LO - Sing the song and play instrumental parts within the song Do you want to Play your instruments with the song.	LO- Sing the song and improvise using voices and/or instruments within the song Sing, It's all about love	LO- Sing the song and perform composition(s) within the song Sing and play instruments for the song: It's all about love	LO -Play instrumental parts accurately and in time, as part of the performance Sing the song Sunshine on a rainy day	Prepare for the end-of-unit performance Children to perform their music pieces to each other either singing or playing an instrument

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Implementation Phase			
Year Group:	Six	**Unit:**	Fitness

Prior Learning Required – Year Five Progression Maps Objectives:

- Understand and explain the importance of good upper body strength.
- Recognise the physical and mental benefits of increased activity and develop an appreciation of physical activity as a lifelong habit.
- Select an area of physical activity that you want to improve.
- Develop lower body and core strength, fitness, speed and aerobic endurance.
- Apply and link learned fundamental movement skills.
- Show determination to complete tasks using the correct techniques and demonstrate stamina.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2c: Develop flexibility, strength, technique, control, and balance. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	• Continued progress of **Motor Competence**. • Understanding and applying **Rules, Strategies** and **Tactics**. • **Healthy Participation**; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To perform squat jumps with good technique • Step 2: To perform lunge jumps with good technique • Step 3: To compete against others • Step 4: To compete against yourself to improve • Step 5: To perform plank walks with control • Step 6: To perform physical tasks for longer periods
Resources & Equipment	• Cones • Soft balls • Stopwatch • Balloons • Mats • Bibs • Tall Cones • Skipping ropes • Beanbags
Key Vocabulary	• Responsibility • Compare • Ability • Wellbeing • Performance • Recognise • Encourage • Position • Alternate

Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Take responsibility for your own warm up, know the importance of warming up.
- Compare own and others performances to previous ones, recognise and explain what went well and discuss what you find easy and difficult.
- Understand how physical activity and exercise can improve mental wellbeing.
- Understand why core strength is important.

Procedural Knowledge:

- Develop upper and lower body strength, speed, aerobic endurance, and fitness.
- Link actions and combine movements.
- Complete circuit training to the best of your ability.