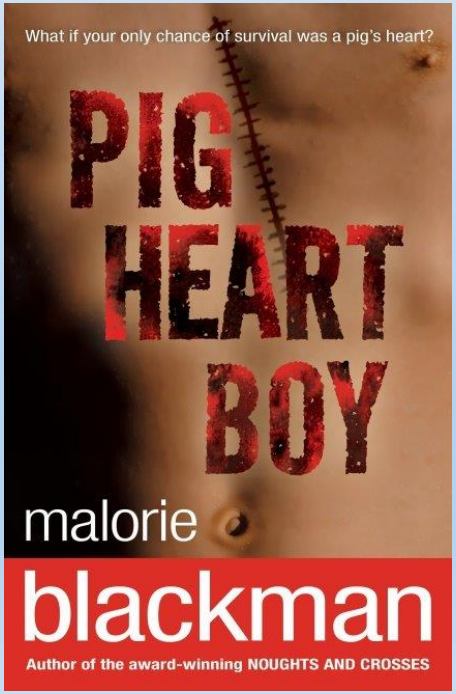
Thornton Primary School

Curriculum Medium Term Planning



Year: 6
Term: Autumn 2

Explanation

During this unit, Year Six will continue to find out about how the circulatory system works within the human body. This half term, they will specifically focus upon the role the blood cells play in the circulatory system whilst learning about the important role that William Harvey played in the scientific understanding of human blood flow. We will also be thinking about how we can lead healthy lives.

In history, children will be learning about The Early Islamic Civilisation. They will learn about the House of Wisdom and how it shaped much about the world we live in today. Children will make comparisons between the Early Islamic Civilisation and Angloe-Saxon Britain.

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Science - The 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 Blood vessels Blood Veins Arteries Capillaries Oxygen Lungs Carbon Dioxide	• To name and identify the components of blood and describe their role. • To know how our bodies absorb and transport water and nutrients around the human body • To research William Harvey and his contributions to science. • To understand that being physically active and eating healthily are some of the main ways to reduce the risk of heart disease in later life. • To know that heart problems can affect anyone at any age.	• Know the function of the heart, blood vessels and blood • Know the impact of diet, exercise, drugs and lifestyle on health • Know how to set up an enquiry-based investigation • Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups. • Frequently carry out research when investigating a scientific principle or theory

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
To understand what our blood is made from **To know that there are different blood groups** What is blood made up of? What are the different blood types and how do you find out yours? https://www.risingstars-uk.com/blog/may-2018/a-bloody-investigation	**To be able to describe how water and nutrients are transported in humans** Which nutrients we receive from the different food groups. The children will learn how our bodies absorb and use these nutrients.	**To be able to identify how humans can live a healthy lifestyle** Children will consider healthy lifestyle choices. The children will think about what happens to our bodies when we are poorly and how medicines can help us.	**To be able to identify how humans can live a healthy lifestyle** Children will think about and learn about how humans can potentially damage their bodies. They will consider which food and drink they have consumed in the past 24 hours as well as what their lifestyle has been like	**William Harvey** **To know the importance of William Harvey with regards to our understanding of the circulatory system** Research about the scientist William Harvey Create a non-chronological report about William Harvey	**William Harvey** **To know the importance of William Harvey with regards to our understanding of the circulatory system** Research about the scientist William Harvey Create a non-chronological report about William Harvey	End of unit assessment

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History - Baghdad

Retrieval	Vocabulary	Knowledge	Skills
Pupils will have studied the Ancient Greeks and Romans including the impact of these civilizations on the world as well as life today. Studying the Islamic civilisation offers fantastic opportunities to link with the Vikings. They did live concurrently with each other for a long period of time. With the children having learnt about the Vikings in Y5, following up with this in Y6 helps to reinforce their Y5 learning by revisiting knowledge already acquired and using it to contextualise their learning about Islamic civilisation.	Caliph, Dynasty, Scholar, Islam, Calligraphy, Silk Road, House of Wisdom, Golden Age, Baghdad	• .This is the same time as the Vikings and Anglo Saxons • During this time, in Anglo Saxon Britain, it was known as the 'Dark Ages • The city of Baghdad became the capital of the Muslim world • During the Golden Age many discoveries were found and inventions were made and these were recorded in 'The House of Wisdom. • The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic. • Knowledge of medicine, astrology and science were the main areas studied and shared. • The knowledge was very advanced for its time, with cures for many serious ailments being discovered. • International trade routes such as the Silk Road passed through Baghdad which spread the Islamic faith and made the empire very wealthy • Islam was a powerful religion that valued learning and science and was tolerant of other religions	• Uses timelines to place events, periods, and cultural movements from around the world. • Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. • Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. • Answer more complex historically valid questions about change, cause, similarity, difference, and significance. • Analyse a range of source material to build up a picture of a past event. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past. • Use appropriate historical vocabulary: dates, time period, era, chronology, century, legacy, decade

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Where does Early Islamic History fit chronologically with our existing knowledge? **Chronology** of topics Importance of Bagdad in world at the time.	**What was life like in Baghdad?** **Similarity and difference** Children will look at different aspects of life in Bagdhad	**Where and what was the house of Wisdom?** **Similarity and Difference** Children will learn about the house of wisdom and comparing different history sources	**How did goods and ideas move around the early Islamic Civilisation?** **Continuity and change** Children will look at the different trade routes uses within this time in history and the silk road. They will look at why trade was so important.	**How does life in Baghdad compare with life in Anglo-Saxon England?** **Similarities and difference** Children will look at different sources comparing the Islamic Civilisation to the Anglo Saxon period, They will creat a Venn diagram.	**How did the Golden Age come to an end?** **Cause and Consequence** Children will investigate how the Islamic Civilisation came to an end and create an information text.

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RE - Why does religion look different around the world (part 2)

Retrieval	Vocabulary	Knowledge	Skills
• Give reasons why beliefs vary across a country such as India. • Recognise some ways Hindu worship is influenced by geography, history and culture. • Recognise the factors that can influence beliefs. • Identify differences within stories related to Diwali.	abstain adornment avatar Buddhist Canon celestial Commemorate consent cultivate Culture deities devotee Dharma Dharmic religion diversity Diwali	• Some of the ways that culture, history, geography and tradition influence people's worldviews. • People from the same organised worldview often hold the same key beliefs but may interpret and express them differently. • There are many reasons for taking part in religious practices including belief, culture, tradition. • Religious people may read stories from the past about how people became close to God to guide them in achieving the same aim. • The same guidance or scripture can be interpreted differently by people.	• Considering the thoughts, feelings, experiences, beliefs and values of others. • Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. • Using complex vocabulary confidently and in different contexts. • Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. • Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O How can God be linked to a place when he is everywhere?	L.O How can a worldview evolve?	L.O Why are festivals of light important in different worldviews?	L.O Why are there different Buddhist teachings?	L.O Do all Buddhists practise in the same way?	L.O Do all Buddhists practise in the same way?	End of unit assessment

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Art – Craft and Design

Retrieval	Vocabulary	Knowledge	Skills
• To have knowledge of how to use a device with a camera • To have basic knowledge of editing a photo using an app or the camera options.	Image, layout, macro, photomontage photorealism, photorealistic, portrait, pose, proportion, recreate, Software, digital, editing, , focus, frame album, arrangement Cityscape, composition Dada, grid, emulate, saturation, Monochromatic	• Make an observational drawing of a • house. • Use shapes and measuring as • methods to draw accurate • proportions. • Select a small section of a drawing to • use as a print design. • Develop drawings further to use as a • design for print. • Draw an idea in the style of an • architect that is annotated to explain • key features. • Use sketchbooks to research and • present information about an artist. • Interpret an idea in into a design for • a structure.	• Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting • composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a • photograph into a drawing

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Shape **LO: To apply an understanding of composition to create an effective photomontage advertising poster.** Children to research the history of photomontages. Use a selection of newspapers and magazines to create a photomontage. Children to be given design brief and to create a cityscape for a large advertising company.	Pattern/Tone **LO: To apply an understanding of abstract art through photography.** Children to explore and analyse macro photography. Children to use I-pads to take 6 close-up photographs of fruit and vegetables then use photo editing software to edit their photographs exploring use of desaturation, cropping and slider controls to edit the grey tones.	Tone/Colour **LO: To demonstrate an understanding of design choices using digital photography techniques.** Children to look at photography work by Derick Boateng used to inspire music albums. They are to take photographs themselves using the design brief to create a music album cover. They then must edit their photos where possible looking at saturation, filters, and colour effects.	Form **LO: To apply an understanding of photography to design and recreate a famous painting.** Children to explore a range of well-known paintings and act out the expressions they see in the paintings. They then choose a painting they want to recreate and use props if necessary to take a photo recreating the artwork they have chosen. Children to evaluate their photo with peers discussing editing techniques that they could use to improve it.	Pattern/Colour **LO: To demonstrate observation and proportion to create art in a photorealistic style.** Look at examples of photorealism as a class. What do children notice? Examine the 3 main styles of photorealism by the artists in the power point. Children to decide which style they would like to use and use an ipad to take a self portrait photograph that they will use for their final piece.	Line/Colour/Tone **LO: To demonstrate observation and proportion to create art in a photorealistic style.** Children to be given a photocopy of their self portrait that they took with a partner. They will draw a grid over the picture and cut off any sections they do not need. Children will then draw the same grid on a piece of paper and recreate each section of the photo using a pencil. Children then add colour copying whichever style of photorealism they wanted.

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Music - Developing ensemble skills

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	Tempo Time signature Key signature Rhythmic patters Minims Crotchets Quavers Semi-quavers Soul music Pop music	• To understand the different styles of music – soul, jazz and rock • To know the time signature 4/4 • To know the key signature C major • To the key signature G major • To know the key signature B (flat)	• 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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Recap key vocabulary and prior knowledge above LO-To listen and appraise a song My best Friend	LO: Sing the song and play instrumental parts within the song My Best friend	LO: Sing the song and improvise using voices and/or instruments within the song Singing swinging star	LO: Sing the song and perform composition(s) within the song Singing swinging star	LO: Play instrumental parts accurately and in time, as part of the performance Roll Alabama	Prepare for the end-of-unit performance	Performance

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Curriculum Medium Term Planning

PSHE – Recognising and celebrating differences

Retrieval	Vocabulary	Knowledge	Skills
• Children should know what empathy is • Children will know we are all unique • Children will know that we are all different • Children should know how to celebrate our differences • Children should know what bullying is and that it is wrong • Children will know how to build friendships • They will understand about other relationships in life such as parents, carers, neighbours etc. • They will know that they belong to different communities	Offensive Respectful Community Stereotype Prejudice Acquaintance Bystander Diverse Portrayal Strategies	• To be able to describe positive attributes of their peers. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Explain the difference between a friend and an acquaintance. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences • Suggest strategies for dealing with bullying, as a bystander; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied . • Demonstrate ways of showing respect to others using verbal and non-verbal communication. • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.

Week 1	Week 2	Week 3	Week 4	Week 5
LO: To know it's ok to be different Children are to be given different scenarios and decide if they agree, disagree or do nothing for the scenarios. Then look at bystander behavior and how to build relationships to avoid bullying Finish with all giving one another a positive comment	LO: To understand we can have more in common than not Using role play, children to use empathy for given situations.	LO: To respect each others' differences Working in pairs. Children to complete the task, cultural norms. Sorting activity for respectful and disrespectful behaviours In pairs. Hold respectful conversations	LO: To know how to have tolerance and respect for one another Create an acrostic poem about respect	LO: To understand and challenge gender stereotypes Look at different ways of gender stereotypes and challenge views

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Computing - Creating media

Retrieval	Vocabulary	Knowledge	Skills
• Children will understand google and what a web page is. • Children will know how to use a search engine • Children will and have some understanding of HTML and the differences between browsers, websites, and web pages	Webpage, web design copyright media aesthetics content preview navigation path	• Understand the common features of webpages for different purposes • Understand the need for copyright-free images on my website • Add content to a website, including text and images • Understand navigation paths and have multiple web pages on my website, linked via hyperlinks	• Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites and Microsoft Office. • Children will create a webpage • Children will add content to their web page • Children will use navigation paths to link ideas together • Children will create hyperlinks on their web pages

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Children will be completing an online safety session	**LO: to know what makes a good website** In this lesson, learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code.	**LO: How to become a web designer** In this lesson, learners will take on the role of a web designer, focussing on the initial design stage of creating a website. Learners will look at the different layout features available in Google Sites and plan their own web page on paper.	**LO: To know if copyright is right or wring** Learners will become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources.	**LO: To add content to a web page** Learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page	**LO: TO know and understand what a navigation path is** Learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together).	**LO: To create hyperlinks to link other people's work** Learners will consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work.

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MFL - Manger et Bouger

Retrieval	Vocabulary	Knowledge	Skills
To be able to give personal details from memory about ourselves, such as name, age and where we live To be able to tell the time (from Units A L'ecole and Le Weekend)	Manger- to eat/ Je mange Boire- to drink/ Je bois Du poisson- Some fish Des cereales- some cereal Des legumes- some vegetables Du chocolat- some chocolate Du buerre- some butter	To recognise twenty food and beverages that are healthy for us To know at least 6 healthy activities To understand what is not healthy for us To know the verbs to eat and drink, Manger and Boire To know Je ne mange pas and Je ne bois pas (I do not eat and I do not drink To know Je mane and Je bois (I eat and I drink	To say and write in more detail about hralthy food and drinks To say and write in more detail about unhealthy food and drinks To say and write healthy and unhealthy activities To follow a simple recipe in French To be using and creating interesting responses in both written and spoken form

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
LO: To learn how to recognise, recall and spell ten healthy foods with their partitive article/determiner in French.	LO: To learn how to recognise, recall and spell nine unhealthy foods with their partitive article/determiner in French.	LO: To consolidate all language covered so far in the unit and will progress to learning how to form more complex sentences about healthy and unhealthy foods in French.	LO: To improve range of vocabulary by learning key language for activities they do and do not do to keep fit. They will consolidate this new language using a survey to interview each other	LO: To improve reading and decoding skills in the foreign language by learning some instructions on how to follow a simple healthy recipe in French.	LO: To improve reading and decoding skills in the foreign language by learning some instructions on how to follow a simple healthy recipe in French.	Christmas in France!!!

Thornton Primary School

Curriculum Medium Term Planning

pe planning

physical education medium term planning

intent, implementation, impact

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

Prior Learning Required – Year Five Progression Maps Objectives:

- Participate in competitive games, modified where appropriate. Work effectively as part of a team.
- Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
- Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Keep possession of the ball when faced with opponents.
- Apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate.
- Choose different formations to suit the needs of the game.
- Learn how to evaluate and recognise success.
- Understand the importance of being physically fit.

National Curriculum Links

2a: Use running, jumping, throwing, and catching in isolation and in combination.
2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
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 pass the ball to keep possession in game situations.
- Step 2: To dribble the ball whilst under pressure.
- Step 3: To apply defending principles in games.
- Step 4: To compete in games.
- Step 5: To apply attacking principles in games.
- Step 6: To understand positions and roles of individuals in team games.

Resources & Equipment

- Hockey sticks
- Hockey balls
- Cones
- Bibs
- Marker spots

Key Vocabulary

- Indian Dribbling
- Close down
- Cover
- Track
- Block
- Slap Pass
- Decision Making
- Possession
- Principles
- Evaluate
- Discuss
- Explore

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

Declarative Knowledge:

- Identify and evaluate parts of your own game and others, providing feedback.
- Understand how physical activity can contribute to a healthy lifestyle.
- Understand how muscles work.
- Adapt games and activities making sure everyone has a role to play.
- Create short warm up routines that follow basic principles e.g. raises body temperature, mobilise joints muscles.

Procedural Knowledge:

- Develop control whilst performing skills at speed.
- Apply the attacking and defending principles in game situations.
- Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender.
- Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.

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Curriculum Medium Term Planning

pe planning

hockey

knowledge organiser : UKS2

Field hockey is a team sport that is played on grass or artificial turf. It involves two teams of 11 players, including a goalkeeper. Players must use a curved stick to dribble, pass and shoot the ball. Field hockey requires a combination of skills including speed, agility, hand-eye coordination, and teamwork.



Eva De Goede

National Team: Holland

Position: Midfield

Fact: Known as the best player of all time, Eva De Goede has won 3 Olympic gold medals and 3 world gold medals.

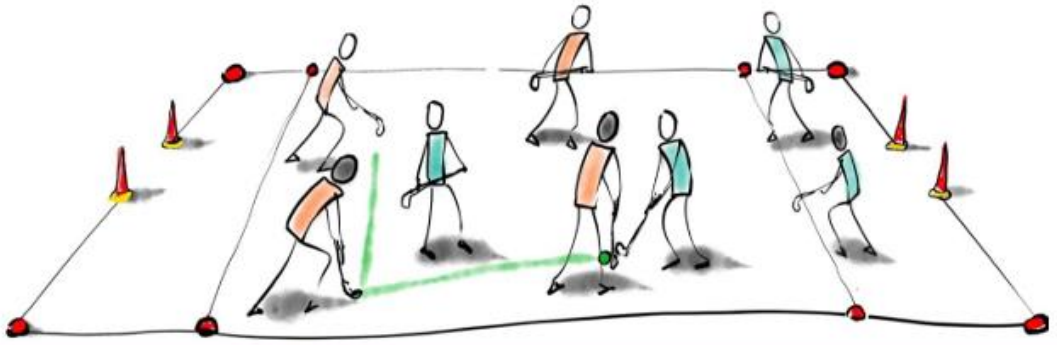


dribbling **turn** **shoot**

control **teamwork** **speed**

push pass **possession**





STEPS TO SUCCESS

These are the skills I need to achieve success in UKS2 Hockey:

- To play games understanding different positions and roles.
- To use different passes whilst on the move.
- To shoot with confidence and control.
- To dribble a ball at speed whilst changing direction.
- To decide the best way to defend in a game situation.
- To decide the best way to attack in a game situation.

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