

Year 6 Unit of Learning – Autumn 1

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Rhapsody in Blue</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Increasing the awareness of self - development helps us make decisions that can affect our future.</p> <p style="text-align: center;">Growing and Changing</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">How do humans grow and change? What affects development? What are good choices?</p>	
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors;</p> <p>I can 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</p> <p>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE Computing Curriculum Document</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Wonder</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">The Cell (Queen Mary's University), L'Oreal Young Scientist Centre, Sutcliffe Park</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Unit 4: The Buddhist Community Worldwide</p> <p>Key Questions:</p> <p>Which places have special meaning to Buddhists? What might Buddhists gain from visiting these places? How do Buddhists try to live a good life?</p> <p>The Sangha - people who follow the Dharma; Some live as monks and nuns, others meditate and practice Buddhism in ordinary lives; The five precepts.</p> <p>Buildings and Places in the wider world</p> <p>Places of pilgrimage and their significance, e.g. Lumbini – birthplace of Buddha; Bodhgaya – place of enlightenment; Deer park at Sarnath –first teachings of Buddha; Kushinagar –where he passed away</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know about how the body changes as puberty approaches. I recognise as I approach puberty as people's emotions change and how to deal with my feelings towards myself, my family and others.</p> <p>I can talk and write about my opinions and explain my views on issues that affect myself and society.</p> <p>I am aware of different types of relationships including marriage and those between friends and families and to develop the skills to be effective in relationships. SRE – see National Curriculum Guidance for SRE.</p>
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Dance – Unit 3 -</p> <p>I can perform dances using a range of movement patterns</p> <p>I can explore, improvise and combine movement ideas fluently and effectively</p> <p>I can create and structure motifs, phrases, sections and whole dances</p> <p>Games –Unit 3 – invasion, ball handling</p> <p>I can use running, jumping, catching and throwing in isolation and in combination</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can choose, combine and perform skills more fluently and effectively in invasion, striking and net games, I can understand, chose and apply a range of tactics and strategies for defence and attack</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can evaluate my own and others' work, and suggest ways to improve it</p> <p>I understand why exercise is good for my fitness, health and wellbeing</p> <p>I understand the need to prepare properly for games</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Diary Entry</p> <p style="text-align: center;">Writing from Different Perspectives</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Letters of complaint – email, texting, formal letter writing</p> <p style="text-align: center;">Biography</p>	<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune</p> <p>I breathe the well and pronounce words, change pitch and show control in my singing</p> <p>I perform songs from memory with confidence and an awareness of the meaning and impact of words</p> <p>I hold my part with confidence and appreciate the harmonies produced</p> <p>I perform songs in a way that reflects their meaning</p> <p>I sing confidently and expressively with good intonation and a sense of occasion</p> <p>I can sustain a drone or melodic ostinato to accompany singing</p> <p>I might be able to improvise and maintain my own part with an awareness of the whole ensemble</p>	
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Living Things/Puberty</p> <p>Yr 5 Animals including Humans</p> <p>I can describe the changes as humans develop to old age.</p> <p>I might research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Yr 6 I can learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>I might explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can identify how to answer my question (i.e. which investigation type – observation over time, classification, fair test, research, survey and pattern seeking).</p> <p>I can plan how to collect data and how long for</p> <p>I can identify which variables have the greatest effect on the result; I can use my results to make further predictions; I can decide how accurate my measurements need to be (e.g. to the nearest hundredth or whole second); I can decide when measurements need to be repeated for reliability.</p> <p>I can use scientific vocabulary to explain observations; I can decide when observations need to be repeated for reliability.</p> <p>I can calculate the average for a set of readings.</p> <p>I can evaluate the reliability of a source.</p> <p>I can present my results as a scatter /line graph. I can recognise that data can be presented in different ways and choose which format to use.</p> <p>I can use bars and charts and results to make predictions; I can identify uncontrolled variables.</p> <p>I can say if data are sufficient to support predictions.</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo 2 Unit 8- Le sport</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">Continents and Countries</p> <p>Locational Knowledge Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Food</p> <p>Design: I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, and aimed at a specific audience;</p> <p>I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: I can select from and use a wider range of tools and equipment for cutting, shaping, joining and finishing, accurately.</p> <p>Evaluate: I can investigate and analyse a range of existing products</p> <p>I can evaluate ideas and products against design criteria and consider the views of others</p> <p>I can understand how key events and individuals in DT</p> <p>Technical knowledge: I can apply understanding of how to strengthen, more complex structures</p> <p>I can apply my understanding of computing to programme, monitor and control products.</p> <p>Cooking and Nutrition: I understand and apply the principles of a healthy and varied diet</p> <p>I can prepare and cook a variety of dishes using a range of cooking techniques</p> <p>I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p style="text-align: center;">Refer to KS2 Progression in Design and Technology Skills</p>	

Year 6 Unit of Learning – Autumn 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p style="text-align: center;">Britain at War</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is conflict?</p> <p style="text-align: center;">How does conflict affect everyday life?</p> <p style="text-align: center;">How can the past help us to solve the problems of the future?</p>	
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors;</p> <p>I can 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</p> <p>I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ;</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE Computing Curriculum Document</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Boy on Top of the Mountain</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Greenwich Heritage Centre, Firepower</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Peace Unit</p> <p>What is peace? What does peace mean in the world and to you?</p> <p>What does Peace mean for countries and the people living in them?</p> <p>What does Peace mean to Christians?</p> <p>How did Martin Luther King's attitude to peace change lives?</p> <p>How was Gandhi able to change attitudes peacefully?</p> <p>How do Muslims associate peace with Allah?</p> <p>What does peace mean to us? How can we foster peace in our lives?</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I can express a sense of moral responsibility and understand that my own choices and behaviour can affect both myself and the wider community.</p> <p>I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community (including government and democracy) and that these can sometimes conflict with each other.</p> <p>I know why and how laws and rules are made and enforced.</p> <p>I realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>I know where individuals, families and groups can get help and support.</p>
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gym – Unit U - Flight</p> <p>I can develop flexibility, strength, technique, control and balance.</p> <p>I can develop my own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p> <p>Dance – Unit 1</p> <p>I can perform dances using a range of movement patterns</p> <p>Explore, improvise and combine movement ideas fluently and effectively</p> <p>I begin to use basic compositional principles when creating my dances</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve my personal best</p> <p>I can understand why warming up and cooling down are important</p> <p>I understand why exercise is good for health, fitness and wellbeing and how to become healthier</p> <p>I can carry out warm ups safely and effectively</p> <p>I can evaluate my own and others' work</p> <p>suggest ways of making improvements</p> <p>I understand how a dance is formed and performed</p> <p>I can evaluate, refine and develop their own and others work</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction Poetry</p> <p style="text-align: center;">Non-Fiction</p>	<p style="text-align: center;">Music</p> <p>I can play and perform musical instruments with accuracy, control and expression;</p> <p>I can improvise and compose music using the inter-related dimensions of music</p> <p>I can develop an understanding of the history of music</p> <p>I can combine sounds expressively</p> <p>I create my own simple songs</p> <p>I create melodies with an understanding of the relationship between lyrics and melody in song writing</p> <p>I can create rhythmic patterns with an awareness of timbre and duration</p> <p>I create music which reflects given intentions and uses notations as a support for performance</p> <p>I identify where to place emphasis and accents in a song to create effects</p> <p>I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</p>	<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune</p> <p>I breathe well and pronounce words, change pitch and show control in my singing</p> <p>I perform songs from memory with confidence and an awareness of the meaning and impact of words</p> <p>I hold my part with confidence and appreciate the harmonies produced</p> <p>I perform songs in a way that reflects their meaning</p> <p>I sing confidently and expressively with good intonation and a sense of occasion</p> <p>I can sustain a drone or melodic ostinato to accompany singing</p> <p>I might be able to improvise and maintain my own part with an awareness of the whole ensemble</p>
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Living Things and Their Habitats: Classification</p> <p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p>I can look at the classification system in more detail.</p> <p>I can explain idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.</p> <p>I can discuss reasons why living things are placed in one group and not another</p> <p>I might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p>I might use classification systems and keys to identify some animals and plants in the immediate environment and research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can identify how to answer my question (i.e. which investigation type – observation over time, classification, fair test, research, survey and pattern seeking).</p> <p>I can identify which variables have the greatest effect on the result; I can use my results to make further predictions;</p> <p>I can use scientific vocabulary to explain observations;</p> <p>I can decide when observations need to be repeated for reliability.</p> <p>I can calculate the average for a set of readings.</p> <p>I can evaluate the reliability of a source.</p> <p>I can present my results as a scatter /line graph. I can recognise that data can be presented in different ways and choose which format to use.</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo 2 Unit 9 – Ma journée</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Digital Media, John Hartfield</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas</p> <p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p>I can use my sketch book as a starting point for my art work</p> <p>Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS2 Progression in Design and Technology Skills</p>	

Year 6 Unit of Learning – Spring 1

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">The Maker</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What was a good life for people in the Indus Valley? How did the civilisation develop and change? What can we learn from Ancient civilisations?</p>		
		<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Ancient civilisations help people to understand the modern world</p> <p style="text-align: center;">Ancient Worlds</p>				
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can 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 I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: SEE Computing Curriculum Document Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Romeo and Juliet</i></p> <p style="text-align: center;">Suggested visit: The British Museum The Centre of the Cell @ Queen Mary Uni</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Christianity 2- Leading a Christian life Unit 9</p> <p>Key Questions How do Christians follow Jesus and His teachings in their daily lives? What Christian values guide the actions of the people and organisations studied? What are the challenges of living a Christian life today? Key Concepts Commitment, belonging and belief in the special presence of God during significant life events Example of at least one person and one charitable organisation that exemplifies Christianity in action Encounter with one local Christian to share how their life is led by faith</p>		<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I understand the range of jobs carried out by people I know and understand how I can develop skills to make my own contribution in the future. I understand that resources can be allocated in different ways and these economic choices affect individuals, communities and the sustainability of the environment.</p>
		<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Film Narrative Stories with Flashbacks</p>				
		<p style="text-align: center;">Physical Education Knowledge and Skills</p> <p>Games – Invasion (Hockey and football) use running, jumping, catching and throwing in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending I can choose, combine and perform skills more fluently and effectively in invasion, striking and net games Athletics use running, jumping, catching and throwing in isolation develop flexibility, strength, technique, control and balance, for example through athletics I can develop the consistency of my actions in a number of events I can increase the number of techniques I use I can choose appropriate techniques for specific events</p>		<p style="text-align: center;">Physical Education Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve their personal best I can evaluate my own and others' work, and suggest ways to improve it I understand why exercise is good for my fitness, health and wellbeing I understand the need to prepare properly for games I know why warming up and cooling down are important</p>		<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune I breathe well and pronounce words, change pitch and show control in my singing I perform songs from memory with confidence and an awareness of the meaning and impact of words I hold my part with confidence and appreciate the harmonies produced I perform songs in a way that reflects their meaning I sing confidently and expressively with good intonation and a sense of occasion I can sustain a drone or melodic ostinato to accompany singing I might be able to improvise and maintain my own part with an awareness of the whole ensemble</p>
<p style="text-align: center;">Science Knowledge and Understanding</p> <p>Evolution and Inheritance: Adaptation I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can research the work of palaeontologists such as Mary Anning</p>		<p style="text-align: center;">History</p> <p>The Indus Valley The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China I am able to describe and make links between past societies and periods by comparing and contrasting social, cultural, religious and ethnic diversity. I can prove I have a good understanding of historical facts and show my understanding by explaining what I have learnt.</p>		<p style="text-align: center;">Geography</p> <p>Continents and Countries Locational knowledge locate the world's continents and countries Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use atlases and globes and to locate places and use their position to draw conclusions about what places are like.</p>		
<p style="text-align: center;">Science Working Scientifically</p> <p>I can plan different types of scientific enquiries to answer questions I can record data and results of increasing complexity using scientific diagrams and labels, classification keys and tables I can use simple models to describe scientific ideas I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>		<p style="text-align: center;">French</p> <p>Rigolo 2 Unit 8 – Les vêtements</p>		<p style="text-align: center;">Art Collage</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills Refer to Lower KS2 Progression in Art and Design Skills Lancs Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage Refer to KS2 Progression in Design and Technology Skills</p>		

Year 6 Unit of Learning – Spring 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p>Animals and plants adapt and change over time in response to challenges in their environment.</p> <p style="text-align: center;">The Dinosaur Age</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What challenges are there in the environment? How do living things evolve? How is evolution studied?</p>			
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can 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 I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: SEE Computing Curriculum Document Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Hunger Games</i></p> <p style="text-align: center;">Suggested visit: The British Museum The Cell (Science)</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith Judaism Part 2: Unit 4 – Jewish life Key Questions How does the Shema tell Jews to keep their religion alive? How does life change for a Jew after their Bar/Bat Mitzvah? Why are the home and synagogue equally important in Jewish life? The Jewish home Mezuzah; keeping Kashrut – rules found in the Torah; Hospitality The Shema Said daily. Preparing for prayer. Philacteries, Tallit, Kippah The Shema in the Mezuzah – signifying a Jewish home The journey of Jewish life Bar/Bat Mitzvah Wearing Kippah, tallit and tzitzit in worship Family celebrations in the synagogue</p>		<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I can research, discuss and debate topical issues and events. I can consider the social and moral dilemmas that face our world (limited resources, food shortage, water, etc.)</p>	
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Games Unit 2 Volleyball and tennis I can master basic movements such as running, jumping, throwing, catching and use these skills individually or in combinations I can participate in team games, I can develop simple tactics for attacking and defending I can choose, combine and perform skills more fluently and effectively in invasion, striking and net games Gym Unit 2 – using limbs I can develop balance, agility and co-ordination I can copy or create and link movement phrases I can move confidently and safely in my own space using change of speed and direction</p>		<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction Quest Stories Descriptive Writing</p> <p style="text-align: center;">Non-Fiction Argument/Discussion</p>		<p style="text-align: center;">Music</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can combine sounds expressively I create my own simple songs I create melodies with an understanding of the relationship between lyrics and melody in song writing I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</p>		<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune I breathe well and pronounce words, change pitch and show control in my singing I perform songs from memory with confidence and an awareness of the meaning and impact of words I hold my part with confidence and appreciate the harmonies produced I perform songs in a way that reflects their meaning I sing confidently and expressively with good intonation and a sense of occasion I can sustain a drone or melodic ostinato to accompany singing I might be able to improvise and maintain my own part with an awareness of the whole ensemble</p>	
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Understanding</p> <p style="text-align: center;">Evolution and Inheritance: Characteristics, Darwin and Wallace</p> <p>I can observe that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. I can appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. I can research how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>		<p style="text-align: center;">Geography</p> <p>Human and Physical Geography I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts (Galapagos Islands) Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I suggest questions and use a range of geographical skills to help me investigate places and environments. I recognise why people manage environment's sustainability. I can identify opportunities to become involved in improving and managing environments. 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.</p>		<p style="text-align: center;">History</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements Charles Darwin I can find out about the events and people studied using an appropriate range of resources. I am able to give sensible reasons for and results of events and changes throughout history. I have started to judge which sources of evidence are reliable and use this to inform my questioning.</p>		<p style="text-align: center;">Art-Printing</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS2 Progression in Design and Technology Skills</p>	

Year 6 Unit of Learning – Summer 1 and 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Global Learning</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Performance allows people to express thoughts, ideas and emotions to an audience.</p> <p style="text-align: center;">The Theatre</p>		<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">How do people express themselves? What affects the way in which people express themselves? How do people express themselves through performance?</p>			
<p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can 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 I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: SEE Computing Curriculum Document Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Piano</i> Shakespeare: <i>Hamlet/Macbeth/ A Midsummer Night's Dream</i></p> <p style="text-align: center;">Suggested visit: The British Museum The Cell (Science)</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>End of life's journey unit How is life like a journey? How do we feel when people leave us? What do Christians believe happens after we die? How does the Christian community respond to bereavement? What do other religions believe happens after we die? How do they respond to bereavement? How do we remember people who have died? Understanding faith in Greenwich What can we discover about the faiths and beliefs in our class and school?; What can we discover about the faiths and beliefs in the local community and Greenwich?; How have faith and belief communities in Greenwich changed over the past 50 years? What are the reasons for changes in these communities in Greenwich?; How do faith groups work in partnership with each other and the local community? How has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough?</p>		<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know my worth as an individual by identifying positive things about myself and my achievements. I know that pressure to behave in a risky or unacceptable way can come from a variety of sources including people I know, and know who to ask for help and how to resist pressure. I can recognise and equip myself with the skills needed for life's transitions.</p>	
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gym – Unit W – turn and spin I can develop flexibility, strength, technique, control and balance I can combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas; I can develop my own gymnastic sequences by understanding, choosing and applying a range of compositional principles Dance –Unit 4 I can perform dances using a range of movement patterns I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group I can explore, improvise and combine movement ideas fluently and effectively; I can create and structure motifs, phrases, sections and whole dances; I begin to use basic compositional principles when creating their dances Games – strike and field I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending I can choose, combine and perform skills more fluently and effectively in invasion, striking and net games, I can understand, chose and apply a range of tactics and strategies for defence and attack</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve their personal best. I understand why warming up and cooling down are important and I prepare effectively and safely I understand why exercise is good for health, fitness and wellbeing ; I can evaluate my own and others' work, and suggest ways to improve it ; I understand why dance is good for fitness, health and wellbeing Outdoor Education I can take part in outdoor and adventurous activity challenges both individually and within a team</p>		<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Film Narrative Stories with Flashbacks Descriptive Writing</p>		<p style="text-align: center;">MUSIC (Summer 2)</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can combine sounds expressively I create my own simple songs I create melodies with an understanding of the relationship between lyrics and melody in song writing I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</p>		<p style="text-align: center;">Singing</p> <p>I sing confidently and in tune I breathe well and pronounce words, change pitch and show control in my singing I perform songs from memory with confidence and an awareness of the meaning and impact of words I hold my part with confidence and appreciate the harmonies produced I perform songs in a way that reflects their meaning I sing confidently and expressively with good intonation and a sense of occasion I can sustain a drone or melodic ostinato to accompany singing I might be able to improvise and maintain my own part with an awareness of the whole ensemble</p>
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Light</p> <p>I can 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 and to explain why shadows have the same shape as the objects which cast them. I can 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.</p> <p style="text-align: center;">Electricity</p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can 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, using recognise symbols in my explanation.</p>		<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can identify how to answer my question (i.e. which investigation type – observation over time, classification, fair test, research, survey and pattern seeking) I can plan how to collect data and how long for I can identify which variables have the greatest effect on the result I can decide how accurate my measurements need to be (e.g. to the nearest hundredth or whole second) I can decide when measurements need to be repeated for reliability I can use scientific vocabulary to explain observations I can decide when observations need to be repeated for reliability I can calculate the average for a set of readings I can evaluate the reliability of a source I can present my results as a scatter /line graph (choosing scale/ axes) I recognise that data can be presented in different ways for different purposes and can choose which format to use I can use bars and charts to make predictions beyond the data shown (extrapolate) I can use my results to make further predictions I can identify uncontrolled variables I can say if sufficient data are available to support predictions. I might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>		<p style="text-align: center;">Geography</p> <p>Tourist Industry Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions and major cities. Third runway at Heathrow. Place Knowledge: 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, and a region within North or South America, e.g. Where's the best place to ski? To grow wine? Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.</p>	<p style="text-align: center;">History</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Leisure and Entertainment - I am able to give sensible reasons for and results of events and changes throughout history. I know some events, people and changes have been interpreted in different ways and can make suggestions why this has happened.</p>	<p style="text-align: center;">Art and Design Technology</p> <p style="text-align: center;">Textiles</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage: Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including textiles according to their characteristics Evaluate: I can explore and evaluate a range of existing products; I can evaluate their ideas and products against design criteria</p> <p style="text-align: right;">Refer to Progression in Design and Technology Skills</p>	