

St. Wilfrid's Primary School Medium Term Planning – Autumn Term Year 6

<p>RE</p> <p>Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews Jewish, Buddhist, Muslim, Christian?</p> <ul style="list-style-type: none"> Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions Linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1 st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own Linking to Citizenship Education and the methods of philosophy for children, pupils consider, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning <p>Incarnation – God becoming Human:</p> <ul style="list-style-type: none"> Use spiritual art work such as Fernando Artiziti's 'Incarnation'. Discuss the portrayal of God's hand – how could you subtitle this work ? Why is Jesus portrayed as a black person? The artist describes Jesus as a gift to the world – anytime, anyplace. What does he mean? Is he? Write to the local Church explaining why they should have this artwork as a focus Create own art work called Incarnation, God with us, Jesus came down, seeing the truth or the real meaning of Christmas 	<p>Geography</p> <p>The United Kingdom:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and use land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Use maps, atlases, globes and digital mapping to locate countries and describe features Use the eight points of the compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their own knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 	<p>French</p> <p>'This is France!'</p> <ul style="list-style-type: none"> Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary; Write an answer to a sentence using the topic vocabulary; Create sentences independently, using a model sentence; Write numbers in words which are multiples of ten; Describe position up to 4 compass points. <ul style="list-style-type: none"> Write numbers in words up to 999; Describe position up to 8 compass points; Can chose the correct tense of the verb être (present or imperfect); Can choose the correct form of an adjective describing nationalities. <ul style="list-style-type: none"> Write numbers in words up to 1200; Create sentences independently, using online translators/dictionaries to help.
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<p>History The Vikings</p> <p>In this unit, the children will investigate the world of the Vikings and discover how we know how the Vikings lived.</p> <p>The children will:</p> <ul style="list-style-type: none"> • Research, select, organise and communicate findings • Understand how knowledge of the past is constructed from a range of sources • Explore the significance of a key individual • Understand how contrasting arguments and interpretations of the past have been constructed. 	<p>PE Invasion Games and Gymnastics</p> <p>Children will:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance perform routines using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • I can combine my work with that of others. • I can link my sequences to specific timings. 	<p>Computing E-Safety, Computer programming/coding using Scratch and HTML</p> <p>Scratch</p> <ul style="list-style-type: none"> • Use variables and inputs within Scratch • Use repetition and variables to create a scoring system • Design a numeracy game using variables, selection and repetition • Program the game you have designed using variables, selection and repetition • To peer assess our numeracy games <p>HTML</p> <ul style="list-style-type: none"> • Understand what HTML is and recognise HTML tags • Know a range of HTML tags and remix a web page • Create a webpage using HTML
<p>Art Watercolour – The Great Wave</p> <p>Children will –</p> <ul style="list-style-type: none"> • Learn key watercolour techniques, including washes, fine brush work as well as the use of masking fluid • Look at the work of Hokusai • Use taught skills to create their own version of 'The Wave' 	<p>Music</p> <p>Ongoing Skills</p> <p>Singing</p> <ul style="list-style-type: none"> • sing confidently in tune with awareness of breathing, diction, dynamics, phrasing and pitch control • identify where to place emphasis and accents in a song to create the intended effects • perform songs from memory with confidence and with an understanding of the meaning and impact of words <p>Performing & Composing</p> <p>Instrumental Performance</p>	

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Design and Technology

Fair Games

Children will:

- Investigate traditional fair games;
- Work as part of a group recognising the importance of cooperation, taking responsibility for an area of work; have included in their designs drawings showing several alternative fair game ideas;
- Choose to make an appropriate fair game;
- Use appropriate tools, materials and techniques in the construction of the game;
- Write simple rules for the game.

- play a melody following staff notation written on one stave and using notes within an octave range (do–do)
- make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp)

Reading Notation

- develop an understanding of the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests
- begin to develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do)

Listening

Identify some of the following pieces of music and their characteristics:

- Connect It, Anna Meredith(21st Century)
- This Little Babe from A Ceremony of Carols, Britten (20th Century)
- Jai Ho from Slumdog Millionaire, A. R. Rahman (21st Century)
- Indonesia – Gamelan, Baris, Gong Kebyar of Peliatan
- Nigeria Drumming, Jin-Go-La-Ba (Drums of Passion), Babatunde Olatunji

Exploring rhythm and pulse

This unit develops pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse. In this unit, pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns.

- create rhythmic patterns with an awareness of timbre and duration
- perform these confidently with a strong sense of pulse within simple cyclic patterns

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Science

Classification

- To understand how living things can be classified into groups scientifically
- To know the difference between vertebrates and invertebrates
- To observe similarities and differences and use them to classify living things
- To decide on the best way to present evidence
- To know that fungi are one of the five kingdoms of living things
- To find out what yeast needs to live
- To interpret observations and use them to develop explanations
- That moulds are a type of fungi, as is yeast
- That microbes and fungi can be helpful and harmful
- To explore the reasons for a classification system
- To recognise that there are more than two kingdoms
- To investigate ways in which plants can be classified

Science

Light

- Recognise that light appears to travel in straight lines
 - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
 - 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
- 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