

<p>RE 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 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 Notre école (Our School) In this unit, children learn the names of different places around their school and talk about what they do there. They revise their knowledge of time and build on this, learning how to use 'a quarter' and 'minutes past' the hour. They look at the structure of the day and the subjects they study at school, and also learn how to talk about physical appearance in French, writing a description of someone who works in a school to practise this.</p> <p>Notre Monde (The World About Us) In this unit, the children look at different aspects of our world. They first learn the names of the continents in French. They then revise their knowledge of weather vocabulary and use this to describe some African countries. Animals are discussed, with special emphasis on the plural form, and the children talk about habitats and the geographical features of several landscapes. They move on to compare and contrast France and some French-speaking African countries, before finally thinking and writing about imaginary worlds.</p> <hr/> <p>Music Planned and delivered by a specialist music teacher Children will:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
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St. Wilfrid's Primary School Medium Term Planning – Autumn Term Year 6

<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 High Five Netball, Basketball 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. 	<p>Computing Computer programming/coding using Scratch 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>Art Watercolour</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>Science Classification</p> <ul style="list-style-type: none"> • 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 <p>To investigate ways in which plants can be classified</p> <p>Staying Alive</p> <ul style="list-style-type: none"> • To recognise the parts of the circulatory system • To understand the function of some of the parts of the circulatory system • To understand the need for a healthy balanced diet • To investigate some effects of exercise on the body • To take and record measurements • To present data in appropriate ways • To use evidence to support or refute an assertion • To understand the need for a healthy balanced diet • To explain the effect of drugs on the body • To analyse data and suggest how it supports ideas about a healthy diet and lifestyle 	
<p>Design and Technology Fair Games</p> <p>Children will:</p> <ul style="list-style-type: none"> • 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; <p>write simple rules for the game.</p>		

