

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Animals including Humans: Circulation and Health</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health. describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system. describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body. describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body. recall what is meant by heart rate and research using multiple websites to find reliable animal masses. identify the pattern between animals' size and heart rate and quote values as evidence. describe how different exercises affect heart rate and explain why heart rate changes during exercise. describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness. 	<p>Knowledge To identify factors that affect our health and how to reduce their negative impact.</p> <p>Working scientifically To evaluate sources of information.</p>	<p>Knowledge To summarise the key structures and purpose of the circulatory system.</p>	<p>Knowledge To identify the key roles of blood.</p> <p>Working scientifically To evaluate a model.</p>	<p>Knowledge To explore the relationship between animal size and heart rate.</p> <p>Working scientifically To interpret patterns in data.</p>	<p>Knowledge To investigate the relationship between exercise and heart rate.</p> <p>Working scientifically To write a method.</p>	<p>Knowledge To describe the relationship between heart rate and fitness.</p> <p>Working scientifically To draw a line graph.</p>	
<p>Computing Computer Science, Digital Literacy & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use software to create a range of content that accomplish given goals, including presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact design, write and debug programs that accomplish specific goals. 	<p>To introduce text-based coding.</p>	<p>To explore Python text-based coding.</p> <p>To explore JavaScript text-based coding.</p>	<p>To explore what well-being and social media mean.</p> <p>To consider and plan my photo collage.</p>	<p>To take the photos I need for my collage.</p>	<p>To use the cut-out and edit function.</p>	<p>To create my collage and save.</p>	
<p>Music <i>Charanga Scheme</i> Music and Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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 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 	<p>To listen to and appraise music that reflects identity, analysing lyrics, structure, and musical style.</p>	<p>To compose spoken word or rap, with clear diction, accurate rhythm, and a strong sense of pulse.</p>	<p>To collaborate on a composition, combining loops, sounds, and/or instruments to create layered musical textures. (Quickbeats)</p>	<p>To develop a composition, combining loops, sounds, and/or instruments to create layered musical textures. (Quickbeats)</p>	<p>To compose spoken word or rap, with clear diction, rhythm, and a strong sense of pulse to an original loop.</p>	<p>To perform an original rap reflecting identity, and evaluate how musical and lyrical choices communicate emotion and meaning.</p>	<p>To perform, share and present the learning that has taken place in the lesson.</p>
<p>PSHE Jigsaw Scheme Relationships</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or 	<p>To know that it is important to take care of my mental health.</p>	<p>To know how to take care of my mental health.</p>	<p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p>	<p>To recognise when people are trying to gain power or control.</p>	<p>To judge whether something online is safe and helpful for me.</p>	<p>To use technology positively and safely to communicate with my friends and family.</p>	

<p>control.</p> <ul style="list-style-type: none"> explain why people may experience a range of feelings associated with loss. To also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. To offer strategies to help me manage these feelings and situations. consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. To also appraise the effectiveness of different strategies to help me manage my feelings. 							
<p>ART & Design <i>Plan Bee Scheme</i> Fashion and Textiles - Slippers</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> explore, discuss and compare a variety of slippers, thinking about the materials used, their function and who they are designed for. create a pattern for a pair of slippers, thinking about their size and learning about seam-allowance. consider ways in which sewing techniques and decorative embellishments may make a product design more attractive draw and annotate a design for their slippers, construct their slippers using joining techniques and evaluate the finished product. 	<p>To investigate and compare a range of slippers.</p>	<p>To make a pattern for a pair of slippers.</p>	<p>To develop a range of sewing and decorating Techniques.</p>	<p>To design a pair of slippers for a particular purpose.</p>	<p>To make a pair of slippers.</p>	<p>To make a pair of slippers.</p>	
<p>Geography Our Changing World</p> <p>Enquiry: How and why is our world changing, and what effect does this have on people, landscapes, and the environment?</p> <p>Concept: Human and Physical Geography</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> 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, key physical and human characteristics, countries, and major cities 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 land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of human and physical geography 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 	<p>To explain how weathering and erosion can change a landscape.</p>	<p>To understand how coastal features are formed and explain how water and weather can change a coastline.</p>	<p>To understand and describe the main aspects of climate change and how it affects the planet (1 of 2)</p>	<p>To understand and describe the main aspects of climate change and how it affects the planet (2 of 2)</p>	<p>To explain what renewable sources of energy are.</p>	<p>To explain how and why landscapes change over time.</p>	

Great Kingshill CE Combined School
Long Term Planning

Year Group: 6

Topic: Our Changing World and Transition

Kingdom and the wider world							
<p>MFL <i>Language Angels</i> <i>French</i> Les glaces (Ice-Creams)</p> <p>By the end of this pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in the foreign language. Pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>	To recognise, recall and remember 5 different ice-cream flavours in French.	To recognise, recall and remember 5 different ice-cream flavours in French.	To apply their knowledge of the 10 different ice-cream flavours in French to the structure 'I would like' along with the conjunction 'and'.	To specify whether they would like their ice-cream in a cone or a cup in French.	To learn how to specify how many scoops of ice-cream they would like as well as some key transactional vocabulary in order to take part in a role-play at an ice-cream parlour in French.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.	
<p>RE Jigsaw RE Islam</p> <p>Key question: <i>Does belief in Akhirah (life after death) help Muslims lead a good life?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow explain how believing in Akhirah influences Muslims to do their best to lead good lives recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims 	To consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds	To interpret some things the Qur'an says about life after death	To say how instructions in the Qur'an can help Muslims lead a good life	To explain some actions a Muslim might take as Jihad	To give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow	To express a vision of how leading a good life could make the world the place I want it to be	
<p>PE PE Passport Athletics</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best 	To know how running a bend differs from running a straight	To know how to throw safely as part of a group	To know how to generate power from the thighs	To know how to approach the bar from an arced run up when high jumping	To know how to hurdle efficiently	To know how to position myself to receive a baton	
<p>PE PE Passport Volleyball</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	To call my name if I am going for the ball	To know that the higher I jump the more successful my spike is likely to be	To know the positions I need to be in to work with a partner	To know the rotation around the court	To know that I can't infringe by touching the net or the ball on my opponent's side of the net	To know that the formation needs to be fluid once we have dug the ball from the serve	
<p>Forest School Summer</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes– Trees and plants in the local area, Weather use Tools safely to create mallets – bow saw, bill hook, loppers, knives understand the risks and safety instructions of fire 						

Term: Summer 1