

Longford Primary Academy

Curriculum planning



		Spring 1	Spring 2
YEAR 6	Theme(s)	Wonderful Earth?	The Human Body
	WOW Ideas	Iceland advert Sort packaging and debate.	Dissect pigs hearts
	Possible enrichment opportunities	<ul style="list-style-type: none"> Parent showcase afternoon of interactive information boxes Food form around the world. 	<ul style="list-style-type: none"> Parents come in to make circulatory systems. Create own portraits in style of book.
	English links & texts	<ul style="list-style-type: none"> The banned Iceland Advert – There's an orangutan in my bedroom. The Explorer by Katherine Rundell Survivors by David Long 	<ul style="list-style-type: none"> Wonder by Palacio
	Maths links	Statistics – pie charts and line graphs/	Measures Time
	Topic Objectives	<p>Geography</p> <p>Locational knowledge</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. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>PSHE</p> <ul style="list-style-type: none"> I recognise that as people approach puberty, many changes happen including feelings and emotions. I understand how the body changes as it reaches puberty. I understand that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. I am able to recognise a variety of risks and decide how to behave responsibly, including sensible road use. I know which commonly available substances and drugs are legal and illegal, their effects and risks. I can judge what kind of physical contact is acceptable or unacceptable I understand and think about people living in other places and people with different customs and values.

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<p style="text-align: center;">Topic Objectives</p>	<p>Design & Technology Identify what does and does not work in the product. Make suggestions as how their design could be improved Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate Choose an appropriate sheet material for the purpose Control a model using an ICT control programme Use a cam to make an up and down mechanism. Build frameworks using a range of materials e.g. wood, card corrugated plastic to support</p>	<p>Art My drawings communicate movement My drawings of still life include shadows and reflections My work includes historical studies of technical drawings, such as ancient architecture I combine colours and create tints, tones and shades to reflect the purpose of my work The lines in my paintings are sometimes stark and cold and at other times warm to reflect different features or intentions. My collage has a striking effect because of: it's colour choice, (or any of the other possibilities below): Pattern, lines, tones, shape, (or any combination of these) I write about the visual and tactile qualities of my work in my sketchbook</p>
<p style="text-align: center;">Science Objectives</p>	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time. • Recognise that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind. • Recognise that normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways. • Understand that adaption may lead to evolution. 	<p>The human body</p> <ul style="list-style-type: none"> • Describe the ways in which nutrients and water are transported within animals, including humans. • Identify and name the main parts of the human circulatory system. • Describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<p style="text-align: center;">Working Scientifically Objectives</p>	<ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
<p style="text-align: center;">MFL</p>	<ul style="list-style-type: none"> • Use knowledge of words, text and structure to build simple spoken passages. <p>Vary language and produce extended responses.</p>	<ul style="list-style-type: none"> • Use spoken language confidently to initiate and sustain conversations and to tell stories. Devise own questions for authentic use. Ask for repetition and clarification in the target language.

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	RE	<ul style="list-style-type: none"> Use religious teachings to explain why a believer may take part in a range of the faith communities activities. 	<ul style="list-style-type: none"> Identify and make connections between beliefs about a day of rest and the actions of believers.
	PE	<ul style="list-style-type: none"> Orienteering Handball 	<ul style="list-style-type: none"> Kwik cricket Gymnastics
	Computing	<p>E-safety</p> <ul style="list-style-type: none"> compare and contrast online-only friends and in-person, face-to-face pals. analyse why private information should not be given to anyone online without the permission of a trusted adult. debate how to respond if an online-only friend asks them personal questions. compare and contrast their responsibilities to their offline and online communities. reflect on the characteristics that make someone an upstanding citizen. devise resolutions to digital dilemmas. learn which information they should avoid sharing online because it is private. understand which kinds of websites have privacy policies, and why. practice checking websites they visit for privacy policies and privacy seals of approvals. recognise some of the key similarities and differences between in-person bullying and cyberbullying. identify strategies for dealing responsibly with cyberbullying 	<p>ICT and Digital literacy</p> <ul style="list-style-type: none"> compare and contrast gender stereotypes. evaluate online media messages that convey gender stereotypes. reflect on why gender stereotypes sometimes can be limiting. use search technologies effectively and be discerning in evaluating digital content by considering methods such as the URL domain.
	Possible outcomes	<ul style="list-style-type: none"> Interactive information boxes endangered animals artwork Poetry based on Iceland advert Non-chronological reports based on Natural disasters. 	<ul style="list-style-type: none"> Biography Self-portraits.