



Topic Termly Overviews

Year: 6

Topic: Do the right thing!

Term: Spring



Subjects	Objectives/Learning intentions
Art RE inspired	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included. Comment on artworks with a fluent grasp of visual language. <p>To master techniques</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> Use different pencils/pens effectively and sketch where appropriate. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). <p><u>Painting</u></p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine light and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, architects and designers. Show how the work of those studied was influential in both society and to other artists.
DT Biscuits – healthy snack	<p>To design, make, evaluate and improve</p> <p><u>Food</u></p> <ul style="list-style-type: none"> I understand that cooking techniques alter the flavour & texture of foods & use this knowledge in my designs. I can design innovative products showing an awareness of commercial appeal. <p>To master practical skills</p> <p><u>Food</u></p> <ul style="list-style-type: none"> I can apply rules for basic food hygiene and other safe practices e.g. oven safety and food storage. I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe. I can prepare foods in a variety of ways e.g. chopping, peeling, grating, coring, sieving, etc.
Geography Where does our stuff come from?	<p>To investigate places</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate some of the world's countries <p>To investigate patterns</p> <ul style="list-style-type: none"> Describe how countries and geographical regions are interconnected and interdependent.

	<p>To communicate geographically</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources - energy, food, minerals, and water supplies. Use the four and six figure grid references to communicate knowledge of the United Kingdom and the world.
History Crime and Punishment	<p>To understand chronology</p> <ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use dates and terms accurately in describing events Sequence up to 10 events on a timeline <p>To build an overview of world history</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using written evidence to support and illustrate their explanation Know key dates of time studied <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> Dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. Select and organise information to produce structured work, making use of appropriate dates and terms.
Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system and 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 Describe the ways in which nutrients and water are transported within animals, including humans <p>Working Scientifically</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings when appropriate

	<ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas of arguments
PSHE Safer Internet week	Online relationships and Internet Safety <ul style="list-style-type: none"> I can say what is appropriate to share online. I know the rules related to sharing things online. I can name the benefits of safe internet use. I know how to protect my personal information online. I can identify potential risks of personal information being misused. I know strategies to manage time spent online and encourage positive habits e.g. switching phone off at night. I know how to assess the risk of different online 'challenges' and 'dares'. I can name ways to participate effectively in discussions online and manage conflict or disagreements. I know how to report inappropriate online content or contact. I can report the misuse of personal information or sharing of upsetting content/images online. I know what to do and whom to tell if I am frightened or worried about something I have seen online. I can report discrimination online. I can explain why people choose to communicate through social media and describe associated risks and challenges. I know that social media sites have age restrictions and regulations for use. I can explain how and why images online might be manipulated, altered.
Health week	Healthy eating and physical activity <ul style="list-style-type: none"> I know that mental health is just as important as physical health and both need looking after. I know how balancing time online with other activities helps to maintain their health and wellbeing. Drug education <ul style="list-style-type: none"> I can describe the laws relating to drugs common to everyday life and illegal drugs. I can describe the risks and effects of different drugs. I can discuss why people choose to use or not use drugs (including nicotine, alcohol and medicines as well as illegal drugs). I can name organisations where people can get help and support concerning drug use. I know how to ask for help if I have concerns about drug use. I know that there can be mixed messages in the media relating to drug use and how they might influence opinions and decisions.
Computing	E-safety <ul style="list-style-type: none"> Know how to report concerns or problems when online Show responsibility and sensitivity when online
Cultural Links	Exploring artwork from many cultures
English Links	Class reading book: Eye of the Wolf – Daniel Pennac/ Millions – Frank Cottrell Boyce Possible extended writing tasks: Persuasive writing linked to theme

