



## SEAFORD PRIMARY SCHOOL

Year 6 Term 5

Topic Title- The Fantastic Voyage- The Stone-Age		
<p><b><u>History</u></b>  <b><u>Knowledge and understanding</u></b>          Describe how some changes impact both on subsequent periods and, in the long term, on today's society  <b><u>Chronology</u></b>          Use timelines to place events, periods and cultural movements from around the world and use these as a reference point.          Use key timelines to demonstrate changes and development in 1 key areas.  <b><u>Historical Contexts</u></b>          Select the most appropriate source material, using primary and secondary, for a particular task  <b><u>Organise, Evaluate and communicate information</u></b>          Present information in an organised and clearly structure way and in the most effective/ appropriate manner, e.g. written explanations, tables, charts, labelled diagrams.  <b><u>Enquiry</u></b>          Devise, ask and answer more complex questions about the past, considering key concepts in history          Select sources independently and give reasons for choices          Analyse a range of source material to promote evidence about the past          Construct and organise responses by selecting and organising relevant historical data  <b><u>Causes and Consequences</u></b>          Begin to offer explanations about why people in the past acted as they did</p>	<p><b><u>Geography –</u></b>          No specific Geography this term.  <u>Knowledge</u></p> <p><u>Key Skills:</u></p> <p><u>Enquiry:</u></p>	<p><b><u>Science</u></b>  <b>Hamilton Trust resources –</b>  <b>Blood composition and function</b>  <b>The human heart</b>  <b>Nutrient detective</b>  <b>Circulatory system</b>  <b>A healthy body – diet and exercise</b>  <b>A healthy body – drugs and alcohol</b></p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> </ul> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>
<p><b><u>English</u></b>  <b><u>Text/Genres</u></b>  <i>'Skellig'</i> by David Almond          Poetry          Persuasive writing          Writing in role  <b><u>Writing Opportunities</u></b>          Balanced argument/ persuasion RE: home-schooling          Narrative</p>	<p><b><u>Maths (opportunities for maths links)</u></b></p> <ul style="list-style-type: none"> <li>Angles in a triangle – missing angles</li> <li>Angles in special quadrilaterals</li> <li>Angles in regular polygons</li> <li>Draw shapes accurately</li> <li>Draw nets of 3-D shapes</li> </ul>	<p><b><u>Computing</u></b>  <b><u>E-Safety</u></b>          I am internet awesome  <u>Digital Literacy-Childnet Video Competition.</u>          Initial lesson to explain the project          To create and plan the contents of the video          Script writing (Literacy links)          Making props (DT/Art)          Using iMovie or similar          Using iMovie or similar</p>
<p><b><u>Design Technology</u></b>  <b><u>Investigate</u></b>          Bionic arms</p>	<p><b><u>Art and Design 3-D Stonehenge</u></b>  <b><u>Knowledge</u></b>          Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking in to account the influence of the different historical, cultural and social contexts in which they worked.</p>	<p><b><u>P.E</u></b>          Pupils will be developing their skills in gymnastics, dance, and striking and fielding games throughout the summer.  <u>Skilfulness</u></p>

<p><b>Design and Make</b></p> <p><b>Evaluation</b></p>	<p>Understand the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p><b>Ideas</b> Develop and express own personal ideas through open ended research. Confidently use sketchbook to explore ideas, experiences, processes and planning and to solve problems. Acknowledge that the creative process is not always easy or resolved. Develop sensitivity to appraise work and accept constructive criticism.</p> <p><b>3-D skills</b> Create 2d images in 3d - e.g. recreate a landscape or portrait focusing on form/surface.</p> <p>Independently design and make successfully in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials masking tape, gumstrip tape, string and glue to build, stack and assemble.</p>	<p>To move and be still with control, composure, good body shape, tension and changes in speed and effort. To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control.</p> <p><u>Condition, Health and Well-Being</u> To create and use facts and compositional ideas that suit the situation with some success. To respond to changes in situations and new challenges and conditions with some rationale. To know what a healthy lifestyle is and how to live their lives more healthily.</p> <p><u>Decision Making</u> To make accurate comments about quality of their own and others' performances and actions. To assess performance and actions against criteria and suggest improvements</p>
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**PSHE-Relationships**

I know that it is important to take care of my mental health.  
I know how to take care of my mental health  
I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.  
I can recognise when people are trying to gain power or control.  
I can judge whether something online is safe and helpful for me.  
I can use technology positively and safely to communicate with my friends and family.

**R.E. The individual, Family and community.**

Consider significant themes in Christianity  
Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own  
Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions.

**Music**

This term pupils will be working together to develop their singing skills in preparation for their end of year performance  
I can sing in tune  
I breathe well and pronounce words, change pitch and show control in my singing.  
I perform songs with an awareness of the meaning of the words.  
I perform songs in a way that reflects there meaning and the occasion.  
Use different venues and occasions to vary my performances.

**French**

We will be increasing our knowledge of food and drink vocabulary and using this topic as a broad context in which to learn the basic vocabulary to express opinion, (I like/I don't like.) We will then revise previous conversation topics and expand our ability to express opinion in other areas.

**Super Start**

**Mystic Middle-these need to be completed.**

**Epic End**

Links to careers-Links to Science and habitats- <http://www.whyfarmingmatters.co.uk/why-farming-matters>