



**KIRK MERRINGTON
PRIMARY SCHOOL**

Year 6 Long Term Plan Overview 2021-2022

Term	Topic	Class Novel
Autumn 1	The Victorians	Street Child
Autumn 2	The Arctic	Skellig
Spring 1	Crime and Punishment	There's a Boy in the Girls' Bathroom
Spring 2	Destination Chile	Waiting for Anya
Summer 1	Local History - Norman Cornish	The Highwayman The Giant's Necklace
Summer 2	Local Area Geography	A Monster Calls

Long Term Plan - Subject Overview

Subject	Autumn 1 The Victorians	Autumn 2 The Arctic	Spring 1 Crime and Punishment	Spring 2 Destination Sao Paulo	Summer 1 Local Area	Summer 2 Local History
English	Street Child Narrative Characters, settings and atmosphere Non-chron reports Playscript Poetry	Skellig Narrative from different perspectives Letter Writing Explanations Instructions Poetry	There's a Boy in the Girls' Bathroom Diary / Blog Emails Persuasive Writing Character descriptions and settings	Waiting for Anya Diary Letter Playscripts Poetry	The Highwayman / A Giant's Necklace Narrative Balanced Argument Newspaper Reports	A Monster Calls Narrative - short stories Playscripts Poetry
Maths	Number - Place Value Addition, Subtraction, Multiplication & Division	Geometry - Position and Direction Fractions Problem Solving	Number Decimals, Percentages & fractions Algebra & Formulae	Measurement Converting units Measurement - Perimeter, Area & Volume Number - Ratio	Geometry - properties of shapes Statistics	Investigations
Science	Living Things and Habitats Investigate: What plants and trees grow in our school. How can we classify them?	Evolution and inheritance Investigate: How has a birds beak adapted for its food type? <i>Core learning: recognise that living things have changed</i>	Electricity Investigation: How can we change the brightness of a bulb without a dimmer? <i>Associate the brightness of a lamp</i>	Animals including Humans Investigation: Pulse. How quickly can your pulse recover? Investigation: Will my heart rate change between rest, standing and exercise?	Light Year 4 Investigation: What makes the best light blocker/reflector? <i>kCore learning: recognise that light appears to travel in straight lines, · use the idea that light travels</i>	

	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> • give reasons for classifying plants and animals based on specific characteristics. <p>Vocabulary: Fossils, Offspring, Adaptation, Evolution, Characteristics, Reproduction, Genetics, Inheritance, mutation</p>	<p>over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Vocabulary: Fossils, Offspring, Adaptation, Evolution, Characteristics, Reproduction, Genetics, Inheritance, mutation</p>	<p>or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Vocabulary: Electricity, Conductor, Insulator, Battery, Wire, Bulb, Switch, Symbol, Diagram, Circuit, Connection, Amps, Volts, Cell</p>	<p>Core learning:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Vocabulary: circulatory system. Nutrients, Transport. Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration</p>	<p>in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Vocabulary: Light, Dark, Light, Reflection, Shadow, Opaque, Light source, Refraction, Spectrum, Rainbow, Colour, Absence of light</p>
History	The Victorians		Crime and punishment over the ages. NC ref: Aspect or theme since 1066	Why do we remember Norman Cornish? NC ref: local history study.	

<p>Local Victorians NC Ref: Local History unit Describe changes which took place in our local town, during the nineteenth century. (buildings, transport) Compare and contrast different accounts of life. Features of child labour in Victorian pits. (Victorians at Beamish; mining at Beamish e.g. the infamous Mary Ann Cotton; Timothy Hackworth; Elizabeth Barratt Browning; Gertrude Bell; Josephine Butler)</p> <p>Core Learning:</p> <p>To understand the significance and impact of changes during Victorian times on today's society</p> <p>Understand different methods of historical enquiry and recognise that sources can be interpreted in different ways</p> <p>To study and understand a significant turning point in (local history with the development of the railways</p> <p>VOCAB: Empire, exploration, society, technology, democracy</p>	<p>Focus: .</p> <ul style="list-style-type: none"> • Chronological security - sequence and duration, • key periods and their features, • causation and consequences, • use of primary sources to evaluate utility, • producing own representations of the past. <p>Core learning:</p> <p>develop chronological understanding and an awareness of the key features of differing periods in the past use dates and key terms as appropriate. ask questions about sources, suggest new lines of enquiry and make supported inference.</p> <p>Vocabulary: Medieval change Tudor continuity Georgian transformation Victorian century Twentieth Century similarity Post war diff</p>	<p>Focus:</p> <ul style="list-style-type: none"> • Use of the historic local environment to further enquiry skills, • develop chronological range • use of primary sources such as maps, census, buildings and photographs. <p>The life and times of Norman Cornish: What was life like in mining communities in the 1950s/1960s?</p> <p>Core learning:</p> <p>To build skills of using historic environment, artefacts and oral history in an enquiry Use of primary source photographs, written sources to observe, describe and infer using images of artwork also.</p> <p>Vocabulary: Twentieth Century, birth certificate, 1950s, individual, effect, change. miner, artist, painting, drawing, Spennymoor, The Settlement, sketching club, advice, determination, succeed, Miners' Gala mural, Durham Coalfield</p>
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<p>Geography</p>	<p>What's changing in the Arctic? https://wickedweatherwatch.org.uk/the-arctic/ Focus on Greenland https://wickedweatherwatch.org.uk/the-arctic/focus-on-greenland/</p> <p>Core learning: Identify and describe how the physical features affect the human activity within a location. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world.</p> <p>Vocabulary: Arctic, Antarctic, Pole, Greenland, Arctic Circle, glacier, ice burg, ice shelf, conservation, global warming, sea level, climate change, temperature,</p>		<p>Destination Chile What do places have in common Comparing a region in South America with a region in the UK. Focus: Human and physical features; settlements; employment and lifestyles Core learning: Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. Understanding of similarities and differences, interaction of people, processes and places Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America. Vocabulary: Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy</p>		<p>Local change over time. Focus: (Fieldwork and map skills)</p> <ul style="list-style-type: none"> • Use of OS maps and historical maps of the local area. • Digi Maps Using OS maps, write directions to places of interest, using coordinates (up to 6 fig) Contours on maps. • Use 4 and 6 fig grid references to find the highest point in your local area, the location of a place of worship, a port. • Plan to investigate your local environment. Decide what you will investigate and set a question. Example: <i>Survey tree types</i> • Use a base map of the area to annotate different features. Present findings, using graph/ field sketch/ base map or similar. <p>Core learning: Use, understand and compare historical maps and current maps of the local area. Give reasons for and discuss change over time. Setting an enquiring question, designing a data collection method, collecting, presenting and describing the data. Vocabulary: Settlement, housing, land use, site, shopping, services, primary data, secondary data. Change, factory, mine, employment.</p>	
<p>R.E.</p>	<p>Humanism What can evidence tell us about what to believe? Core learning:</p>	<p>Christmas What does epiphany mean at Christmas for Christians?</p>	<p>Diversity Unit What can we learn about religious diversity in our area?</p>	<p>Easter What difference does the resurrection make for Christians?</p>	<p>Islam What does it mean for Muslims to follow God? Core learning:</p>	<p>Christianity-statutory bridging unit What do we now know about Christianity? Linking</p>

	<p>Children will explain why humanists are non believers. Children will argue scientific evidence proves there is no God.</p> <p>Vocabulary: Humanism, humanist, non Religious, non believer, the big bang theory, black hole, creation story, Stephen Hawking,</p>	<p>Core learning: Children will explain what the epiphany was at Christmas. Children will describe the impact the epiphany had on Christianity.</p> <p>Vocabulary: Epiphany, three kings feast, Jesus, baptism, revelation, ring shaped roll, twelfth night, candle mass</p>	<p>Core learning: Children will describe different religions around the world. Children will compare similarities and differences of religions around the world. Children will list common religions and places of worship within County Durham.</p> <p>Vocabulary: Religion, diversity, Muslims, Jews, Sikhs, Buddhists, Hindus, humanists, Christians, mosque, church, synagogue, temple, cathedral</p>	<p>Core learning: The children will explain what happened at the resurrection. Children will discuss the impact the resurrection had on Christians and the message it gives.</p> <p>Vocabulary: Resurrection, crucifixion, doubting, faith, belief, eternal life, funeral, holy water</p>	<p>The children will explain that Muslims believe in a God different to other Gods studied. The children will explain that the prophet Muhammad receives messages from God. The children will explain the importance of the Qur'an to Muslims.</p> <p>Vocabulary: Islam, Muslim. Faith, mosque, revelation, hajj, caliph, jihad, bazaar, imam, muezzin, sharia, Muhammad, Qur'an</p>	<p>all themes from KS1 and KS2</p> <p>Core learning: Children will explain, in detail, what Christians believe. Children will explain, in detail, authority in Christianity and how it links to beliefs. Children will explain, in detail, how beliefs are expressed in Christianity. Children will explain, in detail, the impact belief has on a Christian.</p>
PSHE	<p>Relationships</p> <p>What will change as we become more independent?</p> <p>Core learning: How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>That there are ways to prevent a baby being made²</p> <p>About the</p>	<p>Relationships</p> <p>How do friendships change as we grow?</p> <p>Core learning: How to manage change, including moving to secondary school</p> <p>How friendships may change as they grow and how to manage</p> <p>That people have different kinds of relationships in their lives, including</p>	<p>Health and wellbeing</p> <p>How can we keep healthy as we grow?</p> <p>Core learning: How mental and physical health are linked</p> <p>How positive friendships and being involved in activities and community groups support wellbeing</p> <p>How to make choices that support a healthy, balanced lifestyle including:</p>	<p>Health and wellbeing</p> <p>How can we keep healthy as we grow?</p> <p>Core learning: How legal and illegal drugs can affect health and how to manage situations involving them</p> <p>How to recognise early signs of physical or mental ill-health and what to do about this</p> <p>That health problems, including mental</p>	<p>Living the wider world</p> <p>How can the media influence people?</p> <p>Core learning: How the media, including online experiences, can affect people's wellbeing</p> <p>That not everything should be shared online or social media and rules about the distribution of images</p> <p>That mixed messages in the media exist and</p>	<p>Living the wider world</p> <p>How can the media influence people?</p> <p>Core learning: How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>How to make decisions about the content they view online or in the media and know if it is appropriate for</p>

<p>reproductive organs and process - how babies are conceived and born and how they need to be cared for How puberty relates to growing from childhood to adulthood That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>Vocabulary: Forced/arranged marriage, Puberty, Reproduction (same vocab as previous years but add womb, testicles, semen, ovaries), Opportunities, Prevention (contraceptives e.g. condoms - look at culture behind this how different cultures think differently about this), Forced/arranged marriage</p> <p>Suggested Texts:</p>	<p>romantic or intimate relationships That people who are attracted to and love each other can be of any gender, ethnicity or faith; That adults can choose to be part of a committed relationship or not</p> <p>Vocabulary: Relationships, Friendships, Manage Attraction Faith, LGBT, Love</p> <p>Suggested Texts NSPCC - Making sense of relationships (KS2) PHSE Association - Mental health and wellbeing (KS2 - Y5/6) Lesson 3, Feelings and common anxieties - secondary school Rise Above - Transition to secondary school BBC Bitesize - Relationships</p>	<p>How to plan a healthy meal, How to stay physically active How to maintain good dental health, including oral hygiene, food and drink choices, How to benefit from and stay safe in the sun How and why to balance time spent online with other activities How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep How to manage the influence of friends and family on health Strategies to help change or break an unhealthy habit</p> <p>Vocabulary: Mental health - what is it and who to speak to, Physical health - what is it and who to speak to, Friendships - discuss what a positive friendship,</p>	<p>health problems, can build up if they are not recognised, That anyone can experience mental ill-health and to discuss concerns with a trusted adult That mental health difficulties can usually be resolved or managed with the right strategies and support That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</p> <p>Vocabulary: Healthy/unhealthy habits, Drugs, Strategies, FGM</p> <p>Suggested Texts: Rise Above - Social Media (KS2) BBC - What do humans need to stay healthy?</p>	<p>that these can influence opinions and decisions How text and images can be manipulated or invented To evaluate how reliable different types of online content and media are To recognise unsafe or suspicious content online and what to do about it</p> <p>Vocabulary: Media, Social media rules, Manipulation, Reliability - of media contents</p> <p>Suggested Texts: PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y5/6) Extremism PSHE Association, National Literacy Trust and The Guardian Foundation - NewsWise Lesson 3, 5 and 6</p>	<p>their age range How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have To discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> <p>Vocabulary: Influence, Suspicious/unsafe, Gambling, Appropriate of age range of games and media</p> <p>Suggested Texts: Childnet - Trust me Islington Healthy Schools Team Drug wise</p>
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	Medway Public Health Directorate - Primary RSE Lessons (Y6) Betty - It's perfectly natural Childline: Forced Marriage	Marshall Armstrong is New to our School by David Mackintosh Once Upon an Ordinary School Day by Colin McNaughton	Balanced lifestyle Suggested Texts: PSHE Association and - The sleep factor (KS2) Rise Above - Sleep (KS2) Imaginary Fred by Eoin Colfer & Oliver Jeffers Cloud Boy by Marcia Williams The Heart and the Bottle by Oliver Jeffers	Brave Molly by Brooke Boynton-Hughes	BBFC - Let's watch a film - making choices about what to watch	Rise Above - Social Media Ada Twist, Scientist by Andrea Beaty
Music	You've Got a Friend	Christmas Singing Unit		Music and Me	Tuned Instrument (Recorders)	Reflect rewind and replay
French	Getting to Know You Core learning Use short sentences to ask and answer questions - extension from Year 3 Give information: emotions Short talking tasks: jobs Vocabulary Quand je serai grand (e), Les metiers: medecin, dentiste, coureur / coureuse automobile,	About Ourselves Core learning Use spoken language confidently: clothes, body parts, emotions, health Vocabulary Le corps: les cheveux, les dents, la levre, la langue, la joue, le menton, le cou, la poitrine, le dos, le ventre, le doigt, le pouce, l'orteil, le	That's Tasty Core learning Role-play effectively: food / drink / shops Develop a wider vocabulary: breakfast, sandwiches, pizza toppings Vocabulary J'ai soif: les boissons chaudes, les boissons froides, le the, le café, le café au lait, le coca, la	Family and Friends Core learning Demonstrate creativity in using known language: animals, homes, family networks Vocabulary Ma famille: enfant, femme, fille, fils, l'arbre genealogique, petit-fils, petite fille A la ferme: un canard, un	School Life Core learning Apply linguistic knowledge to create simple, written pieces of work: objects / subjects at school 2D shapes Vocabulary La salle de classe: l'armoire, l'evier, a cote de..., une colle, un taillecrayon, les ciseaux, une trousse Les formes: un	Time Travelling Core learning Understand numbers in multiples of 10 Investigate Core events in French history (years and dates) Explore the lives of famous French people Vocabulary Les nombres: mille, plus, egale L'histoire de la

	<p>aviateur /aviatrice, soldat, coiffeur, coiffeuse, moniteur / monitrice de ski, professeur / professeure, fermier / fermiere, artiste, pompier Comment ca s'ecrit?, accent, aigu, grave, circonflexe, trema, cedilla, lettre, prenom, ecrit, epeler, majuscule, minuscule</p> <p>Les emotions: enerve(e), heureux(euse), fatigue (e), fier(e), impatient(e), anxieux(euse), etonne(e), content(e), fache(e), triste, gene(e), effraye(e) All</p>	<p>derriere; boucles, chatains, court(s), long(s), mi-long(s), ondules, raides, roux, blonds J'aide, je cherche, je croise, je ferme, je lis, je leve, je pose, je prends, je ramasse, je range, j'ecris, j'etends, j'ouvre, un ami J'ai mal, avoir mal au coeur, medicament, malade; desole(e)</p>	<p>limonade, le jus d'orange, l'eau, une bouteille, une tasse, un verre, ouvert, ferme, Le petit dejeuner: la nourriture, une baguette, un croissant, un yaourt, de la confiture, des cereales, un pain au chocolat, un chocolat chaud, du lait, Le sandwich: la laitue, la baguette normale, le concombre, le jambon, le pain aux herbes, le pain complet, le poulet, le rosbif, les tomates, les viandes, les legumes, Manger: le chocolat, les chips, les frites, la crepe, le hot-dog, la glace, delieux/euse, amer(e), sucre(e), sale(e), croquant(e), mou/molle, savoureux/euse, collant(e), cremeux/euse, La</p>	<p>cochon, un cheval, une vache, un mouton, une poule J'habite dans...: un chateau, un appartement, une caravane, une chaumiere, une ferme, une maison Les animaux: amical(e), amusant(e), beau/belle, dangereux/euse, effrayant(e), mignon(ne) Ma maison: brosse a dents, four, couteau, nounours, auteuil, lit, valise, baignoire, arrosoir, escargot, tapis</p>	<p>triangle, un carre, un rectangle, un cerf-volant, un hexagone, un losange, un octogone, un pentagone, les cotes</p> <p>Les nombres: vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingthuit, vingt-neuf... Excusez-moi: lire, faire, aller, boire, plus tard, le journal, les peintures, les feutres, la-bas, ici, sur, sous, derriere</p>	<p>France: an, mois, date, calendrier Je suis ne(e)...: naitre, naissance Des vies celebres: mourir, Marie Antoinette, Louis Braille, Napoleon, Louis XVI, Alexandre Dumas, Joan of Arc, Marie Curie, Louis Pasteur</p>
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ICT	<p>Digital Literacy Google Internet Legends & Play like share activities Core Learning: To know that hacking or misusing someone's account is illegal</p> <p>Vocabulary: Hacking, misusing, account, illegal</p> <p>IT PowerPoint/Word/Publisher Core Learning: To be able to organise their personal folder effectively To use knowledge of Microsoft Packages to choose an appropriate package for a task To analyse graphs</p> <p>Vocabulary:</p>	<p>Digital Literacy Game on Digital friendships Core Learning: To know how to reduce the risks posed by social media by manging their friends and privacy settings</p> <p>Vocabulary: Reduce, risk, posed, social media, privacy, settings</p> <p>Computer Science Light Bot (additional levels not completed in Yr5 will reinforce learning) Cargo Bot - Easy levels Core Learning: To use conditional sentences (when/then) to program objects</p>	<p>Digital Literacy Core Learning: To plan online and offline activities to create a healthy balance</p> <p>Vocabulary: Online, offline, balance</p> <p>IT Excel Word/PowerPoint/Publisher Core Learning: To apply the use of formulas to real life examples To insert a hyperlink</p> <p>Vocabulary: Formulas, hyperlink</p>	<p>Digital Literacy London Grid for Learning Google search - range of lessons and materials (Follows on from Year 5). Google Landing, Mixed Media and Quick Finds. Core Learning: To know how to validate information found through searches and by checking more than one source To understand plagiarism</p> <p>Vocabulary: Validate, information, searches, source, plagiarism</p> <p>Computer Science E.g. Trigger winning (If loops >5 then...)</p>	<p>Digital Literacy Core Learning: To know that some news is 'fake'</p> <p>Vocabulary: News, fake</p> <p>IT Paint.net Use layers, add filters, select areas to modify, add text iMovie Publisher Newsletter Card and envelope Core Learning: To edit a picture to create digital artwork To create a digital movie using still pictures, video clips, music & voiceovers To apply taught skills to create own movie trailer</p>	<p>Digital Literacy You won't believe this Common Sense Media Core Learning: To know that it is illegal to post or view 'rude' images of children online</p> <p>Vocabulary: Illegal, post, view, rude, images online</p> <p>Computer Science Print and annotate the code for a programming project and explain any changes made that make the program better Core Learning: To be able to explain what a program might do and accurately predict the effect of changes</p>

	Analyse, appropriate, graphs	Vocabulary: Conditional sentences, program		Kodu - create racing game with time Scratch change machine Core Learning: To use mathematical expressions when constructing conditionals Vocabulary: conditionals	To explore different design sets using publisher To import word documents into a publisher document Vocabulary: Edit, create, movie still, voiceovers, import	Vocabulary: Program, accurately, predict, changes
Year 6 Healthy Eating: What are calories? Being active: Activity log- when am I active, when could I be more active? How could I achieve this?	Invasion Games Football Calling the Shots Core learning: Use both the inside and outside when dribbling to control the ball. Use a range of Movement to turn when in control of the ball. Move into different positions to receive the ball. Vocabulary: Dribble, Control, Intercept, Shoot Net and Wall Games	Dance Making the Grade Core learning: Show coordination, control, strength, alignment and flow of energy. Show an awareness of dance styles- name some styles of dance. Demonstrate different techniques (cannon, complimentary, mirroring). Vocabulary: Coordination, Control, Strength, Cannon Mirroring Invasion Games	Gymnastics Double Take Core learning: Create a sequence with up to eight elements. Perform balances with control showing good body tension. Begin to take more weight on hands. Jump on and off apparatus of varying heights with control in air and on landing. Vocabulary: Elements, Body tension Invasion Games Hockey	Invasion Games Tag Rugby Tag Rugby (EDS) Core learning: Apply a range of Techniques to pass the ball. Move into different positions to intercept the ball. Show consistency, control and speed. Vocabulary: Tag, Belt, Invasion, V position, Line on, Try Invasion Games Basketball No core task	Striking and Fielding Rounders Zone Rounders Core learning: Vary their play. Decide on the best position for fielders. Know and apply the rules of the game and follow them fairly. Vocabulary: Positions, Striker, Fielder, Tactics, Outwit, Opponents OAA Electric Fence	Athletics Three Jump Challenge Core learning: Explain how warming up can affect their performance. Describe how some activities improve strength, power and stamina. Continue to run, jump and throw with consistent techniques. Vocabulary: Strength, Power, Stamina, Techniques Striking and Fielding

<p>Healthy Mind: Social Media- impact on what I think I am meant to be like (perfect bodies)</p>	<p>Tennis No core task Core learning: To apply an appropriate shot. Consistently hit a target. Play the ball away from their opponent. Demonstrate a serve. Vocabulary: Forehand, Backhand, Overhead, Shot Opponent, Serve, Rally</p>	<p>Netball No core task Core learning: Apply a range of Techniques to pass the ball. Move into different positions to intercept the ball. Show consistency, control and speed. Vocabulary: Positions, Pivot, Pass, Intercept, Defend</p>	<p>5s and 3s Core learning: Apply principles of team play to keep possession. Make decisions quickly in games. Vocabulary: Possession, Invasion, Grip, Shoot, Intercept, Defend</p>	<p>Core learning: Apply a range of Techniques to pass the ball. Move into different positions to intercept the ball. Show consistency, control and speed. Vocabulary: Invasion, Positions, Intercept, Possession, Defend, Shoot</p>	<p>Core learning: Use a map to find their way between check points. Show control and coordination in their physical skills. Adapt plans to work more efficiently. Vocabulary: Teamwork, Trust, Communication, Contribute, Coordination</p>	<p>Cricket Pairs Crickets Core learning: Use the correct batting stance. Consistently move into a position to intercept a moving ball. Select appropriate fielding positions. Vocabulary: Stance, Intercept, Strike, Field, Intercept</p>
<p>Art / DT</p>	<p>Painting / Collage Artist: Wassily Kandinsky Abstract Art and The Bauhaus School Core learning To explore the Bauhaus school and influence on Art and Design today. To identify primary, secondary, complementary and contrasting colours in painting. To use collage as a means of extending work from initial ideas. Vocabulary Primary, secondary, complementary, contrasting, collage, Bauhaus, abstract.</p>		<p>Sketch / Draw Artist: Elizabeth Blackadder Core learning To select and record from first-hand observation. To use perspective in their work using a single focal point and horizon. To annotate work in sketchbook. Vocabulary line, texture, pattern, form, tone, shadow, light, perspective, observational, horizon, foreground, background, middle ground</p>		<p>Painting Artist: Norman Cornish The Pitsman Academy Core learning To compare and contrast the work of Norman Cornish. To draw still figures and figures in motion. To develop a painting from a drawing. Vocabulary line, texture, pattern, form, shape, tone, shadow, light,</p>	
<p>DT</p>	<p>Frame Structures and Shelter Core learning To generate, develop and model ideas through prototypes and annotated sketches. To select</p>		<p>Celebrating culture and seasonality Spring Vegetables Core learning</p>		<p>Mechanical Systems Cams Moving Toys</p>	

	<p>from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. To use finishing and decorative techniques suitable for the product they are designing and making. To investigate and evaluate a range of existing frame structures. To research key events and individuals relevant to frame structures. To understand how to strengthen, stiffen and reinforce 3-D frameworks. Vocabulary frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional</p>	<p>To write a step-by-step recipe, including a list of ingredients, equipment and utensils To select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. To make, decorate and present the food product appropriately for the intended user and purpose. To evaluate the final product with reference back to the design specification, taking into account the views of others when identifying improvements. To understand how key chefs have influenced eating habits to promote varied and healthy diets. To know how to use utensils and equipment including heat sources to prepare and cook food. To understand about seasonality in relation to food products and the source of different food products. Vocabulary ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design</p>	<p>Core learning To generate ideas by carrying out research To develop and communicate ideas annotated drawings, exploded drawings and drawings from different views. To formulate step-by-step plans To compare the final product to the original design specification. To understand how cams can be used to produce different types of movement and change the direction of movement.</p> <p>Vocabulary cam, snail cam, off-centre cam, follower, axle, shaft, crank, handle, housing, framework, rotation, rotary motion, oscillating motion, reciprocating motion annotated sketches, exploded diagrams mechanical system, input movement, process, output movement design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief</p>
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