

SCIENCE

LIFESTYLE CHOICES – Comparing lifestyle

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.

- How does your heart rate change for different activities?
- How would different types of stomach juices affect break down of food?
- Is lung capacity linked to height, age, fitness?

Work scientifically

Explore

The work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Other teaching ideas

- Link to PSHE and drug awareness.
- Explore the job of each part of the circulatory and digestive systems.
- Dramatization depicting the different stages of each system.
- Make a movie on how to keep you bodies healthy.
- Create a quiz about the body.
- Explore different body systems using websites such as <http://kidshealth.org/kid/htbw/>
- Make links between the different systems see <http://tinyurl.com/kzsoobb> for an example of how this might look.
- Recreate parts of the different systems using experiments at <http://tinyurl.com/me4blww>

PHYSICAL EDUCATION

Using Tennis and Kurling Skills.

- To continue to apply and develop a broader range of skills
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports
- Evaluate and recognise their own success.

COMPUTING

E-safety Sessions Objective.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Blogging / Data Handling and Publishing delivered though day to day teaching of Literacy and Numeracy.

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

AUTUMN 1 YEAR 6

THE HUMAN ANIMAL

ARTS

Music – Stomp - Junk

- Recognise major and minor keys
- Use notation for crotchets, minims, semibreves and quavers
- Recognise common time signatures
- Use accents and articulation
- Alter tempi for mood effects
- Select acoustic or electric sounds and describe their effect
- Use chords as an accompaniment
- Use ternary form to structure a composition

Dance – Stomp

- Explore how movement can be used to express mood
- Be creative and imaginative when composing my dances
- Choreograph, practice, rehearse and refine movements
- Perform expressively
- Discuss the flow and movement of different dances

GEOGRAPHY

Vikings and Anglo Saxons

Various enquiries including;

Who were the Vikings?

Was Alfred great?

Was Athelstan greater?

Who was Edward the Confessor?

Why did his death cause a crisis?

Local Legacy.

Using artefacts, timelines and sources.

FRENCH

Actions

This unit is all about actions. It begins with a sing about looking for a pirate, which includes some use full prepositions. During the course of the unit, Pupils will learn a selection of common verbs and how to use them with so,e simple adverbs. This unit also includes vocabulary associated with craft activities and treasure hunts. The final lesson contains a fun story about a pirate who is looking for some treasure.

By the end of the unit children should be able to:

- * Recognise past tense verbs and say some perfect past tense sentences.
- * Understand and use some of the adverbs from the unit.
- * Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions.

In France

This unit is all about France- It introduced pupils to some French foods, the locations of some cities and some popular tourist attractions in Paris. The unit begins with a traditional French song and ends with a recipe for a popular French snack. Pupils will also learn how to day the point of the compass, how to say some more past tense verbs and how to discuss which countries speak French. By the end children will be able to:

- * Build sentences in the perfect tense about what they have eaten using a model to help.
- * Follow and understand the main points and some of the detail from the recipe.
- * Prepare and present a short presentation with little or no help.
- * Take part in oral activities with little help.
- * Ask questions unprompted in the second person singular using the correct intonation.
- * Recognise and understand that 'on' has severs meanings in French.