

Y6 Term 3

English	Newspaper recount: On current event Narrative (dialogue/action/description): Creation story	Maths	Decimals, percentages and measurement
Science: Forces			
NC objectives from curriculum progression Children will be taught to: Scientific Knowledge *explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object *identify the effects of air resistance, water resistance and friction, that act between moving surfaces *recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. Scientific Enquiry Skills *answer questions using evidence gathered from different types of scientific enquiry, e.g. describing the effects of gravity as a result of experiment, survey and secondary research. *identify and manage variables, e.g. speed and sizes in falling parachutes. *use appropriate equipment, such as meter rule, to take measurements, e.g. measuring the length and position of a shadow from an object throughout the day. *consider how, by modifying instrument or technique, measurements can be improved, e.g. when recording the apparent movement of the sun. *identify situations in which taking repeat readings will improve the quality of evidence, e.g. investigating the effect of gravity on a falling object. *use labelled diagrams to show complex outcomes, e.g. relating specific adaptations of organisms to environmental factors. *use various ways, as appropriate, to record complex evidence, e.g. in the construction of a key to aid plant identification. *use line graphs to display complex data, e.g. time of day in relation to the position of a shadow. *display and present key findings from enquiries orally and in writing, e.g. deciding how well classifications fit unfamiliar animals and plants. *in conclusions, indicate how trustworthy they are, e.g. when timing falling objects. *write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker *use evidence to suggest further comparative or fair tests that would develop the investigation, e.g. in the design of paper aeroplanes. *identify how an idea is supported or refuted by evidence, e.g. selective breeding to produce animals or plants with desirable characteristics. Non-statutory guidance <i>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</i> Pupils might work scientifically by: *exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. *exploring resistance in water by making and testing boats of different shapes. *designing and making products that use levers, pulleys, gears and/or springs and explore their effects.			
Geography: The Americas			
NC objectives from curriculum progression Children will be taught to: Geographical Knowledge *locate the Americas and the oceans around them, concentrating on its environmental regions, key physical and human characteristics, countries, states (of the USA) and major cities. *identify the position and significance of the Equator; and the Southern and Northern Hemispheres; the Arctic and Antarctic circles; lines of longitude and latitude, including the Tropics of Cancer and Capricorn; and time zones and the Prime/Greenwich Meridian			

Geographical Understanding

*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (with a focus on the Americas); and earthquakes

*describe and understand the interaction between physical and human processes, in terms of the effect the landscape has on land use and economic activity; and the effect of earthquakes and climate change

Geographical Enquiry

*use maps, atlases, globes and digital/computer mapping to locate the Americas

*use the eight points of a compass, symbols and key to build their knowledge of the Americas.

*use a range of methods including graphs, and digital technologies to collect and present information e.g. about climate

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
	Climate graphs	

Art/DT: DT – Cams

Children will:

Design

*explore and learn about how cams create movement

*identify a purpose for their product and generate innovative ideas – a moving toy for a target audience of their choice

*use their research to write their own design criteria for a moving toy

*make labelled drawings, including exploded and cross-sectional diagrams, indicating the features that will appeal to intended users and how particular parts work

*through discussion, explore, develop and communicate design proposals by modelling ideas, using ICT where appropriate

*make design decisions, taking account of constraints such as time, resources and cost

Make

*develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail

*select appropriate tools (saws, glue guns), and techniques, explaining choices

*select materials, using scientific knowledge about the properties of materials to inform their choice

*use different tools and equipment safely and accurately

*measure and mark out accurately

*make modifications, where necessary

*cut and join with accuracy to ensure a good-quality finish to the model

Evaluate

At the start of the unit:

* evaluate existing examples of mobiles

- how well products have been designed

- how well products work

- where products were designed and made

- how innovative products are

- how well products have been made

- how well products achieve their purposes

- when products were designed and made

-how sustainable the materials in products are

- why materials have been chosen

- how well products meet user needs and wants

- whether products can be recycled or reused

-what impact products have beyond their intended purpose

- what methods of construction have been used

- who designed and made the products

- how much products cost to make

*identify criteria that can be used for their own designs

During the unit:

*critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make

At the end of the unit:

*evaluate their products against the original design specification, carrying out appropriate tests

*record evaluations with labelled diagrams

ICT: We are app designers

We are app designers: research, design, make, market and pitch a mobile phone app. Market research using internet, make using PowerPoint, use Green Screen technology to make an advert, pitch in a ‘Dragon’s Den’ scenario.

See curriculum progression document for objectives for the year-long project.

E-safety: Health, Wellbeing, Lifestyle and Self-image (Project Evolve)
PSHE: Keeping Healthy: Puberty
Children will be taught: H18. how their body will, and their emotions may, change as they approach and move through puberty H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
French: Regular Verbs
Children will be taught how to: *recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. *create a verb stem and work out the endings for regular –ER, -IR and -RE verbs. *conjugate in French a regular –ER verb. *conjugate in French a regular –IR verb. *conjugate in French a regular –RE verb.
PE
Indoor PE Real PE (Multi-Ability Focus: Personal) Outdoor PE Invasion Games – Hockey (Multi-Ability Focus: Cognitive)
Music
Music Express: Exploring rhythm and pulse Learning to play the violin: Abracadabra Music theory https://www.youtube.com/watch?v=NCCLm2ORRg4
RE: What difference does it make to believe in ahimsa, grace and Unmah?
This unit will enable children to: *describe what Ahimsa, Grace or Ummah mean to religious people (A1). *make connections between beliefs and behaviour in different religions (A1). *make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). *explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). *outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). *consider similarities and differences between beliefs and behaviour in different faiths (B3). *consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).