

My Place In Our World

Global Citizen	Our World	RE	Leadership	Self-Story
<p>Becoming a global citizen Take and express an informed stance on global issues.</p> <p>Understand where and why there are global inequalities.</p> <p>Understand the difference between equality and equity and be able to express opinions based upon fact.</p>	<p>Where am I in the world? Compare with confidence different communities past and present.</p> <p>Geography: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region of North and South America.</p>	<p>What do people believe about life?</p> <p>Creation Creation and science: conflicting or complimentary? <i>(Understanding Christianity)</i></p> <p>Incarnation Was Jesus the Messiah? <i>(Understanding Christianity)</i></p> <p>God/People of God How can following God bring freedom and justice? <i>(Understanding Christianity)</i></p>	<p>Leadership around us</p> <p>Does strong leadership always lead to positive change?</p> <p>Becoming a Leader. I understand my leadership strengths and can use these to impact positively on my world</p> <p>Learning from Leaders Linked to their book/ topic, focus upon two Leaders across the year; one past, one present. Link to the 'Becoming a Leader' statement.</p> <p>History: Study the life of a significant individual in the past who has contributed to national and international achievements.</p>	<p>My story What has my story been so far? What are my beliefs and opinions? What are my hopes for the future?</p> <p>History: Learn the difference between Primary and Secondary sources. Begin to understand how perspective affects opinion. Identify bias and propaganda in sources, both historical and current.</p>
<p>Taking responsibility for the world (environment). Responsible living Ecological footprint, including understanding Scope 1, 2 and 3 emissions.</p> <p>Geography: Understand the distribution of energy resources and the impact of gaining and using them.</p>	<p>Amazing places to visit and see on Earth. Forests</p> <p>Geography: Identify key human and physical features of forests. Describe and understand key aspects of biomes.</p>	<p>Salvation What difference does the resurrection make for Christians? <i>(Understanding Christianity)</i></p> <p>Kingdom of God What kind of King is Jesus? <i>(Understanding Christianity)</i></p> <p>Why do religious beliefs and teachings matter?</p>		<p>Learning from others Explore character in class picture book: Would I have acted/ reacted similarly? How are we alike?</p>

Understanding Today, Imagining Tomorrow

Science	Computing	Inventing
Animals including humans –SRE/RHE Evolution and inheritance Light Electricity Living things and their habitats (classification)	Can you build a... Advert/ animation /game...for an audience Website design? iMovie / Green screening Internet safety Continued from Y4/5 digital footprint sharing images cyber bullying social media	<p>Becoming an inventor Can you design an invention to solve a global problem and evaluate it. DT: Use the Double Diamond to... Design: Use research and develop design criteria to inform design of an innovative, functional, appealing product. Make using a range of tools and equipment. Choose appropriately for the purpose. Evaluate by writing about the product and identifying improvements. Design focus: Communicate ideas through annotated sketches, cross-sectional, exploded diagrams, proto-types and computer aided design. Technical Knowledge: Strengthen, stiffen and reinforce complex structures.</p>
Science Statutory requirements <ul style="list-style-type: none"> • During Years 5 and 6 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content: • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • 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 • Identifying scientific evidence that has been used to support or refute ideas or arguments 		<p>Learning from the experts Research and debate the positive and negative impacts of an invention/ inventor. History: Study the life of a significant entrepreneur whose ventures have shaped our world.</p>

Making My Mark

2D Art	3D Art	Music	Self-Expression	Creative Thinking
<p>Use of colour We have mastered the use of colour and apply this in what we have learnt using different media. Study a well-known artist to support.</p>	<p>Choose a focus based upon book/ topic: Animation Modelling / sculpture Collage Clay /Pottery Textiles Tapestry</p>	<p>Fortnightly lessons provided by Music specialist.</p>	<p>Children express themselves through self-initiated creative play and by verbalising their feelings, interests and desires.</p>	<p>Double Diamond Thinking Begin to use the second diamond to structure creative thinking for a range of purposes. Key steps, in order, are as follows: Think Big: generate a selection of possible outcomes. Sketch, play, test against different scenarios and evaluate. One Idea: Choose the best idea and work on it, reviewing and improving it until it is ready to share.</p>
<p>Practical study Study the illustrations and illustrator in the focus book. Create own art using same techniques or intentions. Art: Children should be able to talk about their choice of techniques. Children review, evaluate and improve ideas.</p>		<p>One topic per year to include a music element.</p>		
		<p>Linked to topic of learning, study a musician or composer eg The Beatles or Vivaldi. Music: Develop an understanding of the history of music. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		

Healthy Body, Healthy Mind

Mental Well-being	Resilience	Healthy Lifestyle	PE	
<p>Finding space to be Lead yoga with younger children, one to one.</p>	<p>Developing Resilience Resilience – for transition and coaching</p>	<p>Give Acts of kindness rooted in empathy - community</p> <p>Keep learning Ambition and lifelong learning – what are the different ways that learning can continue into adulthood?</p>	<p>Gymnastics 6: 1.Developing shapes and balances 2. Flight 3. Developing flight further 4. Apparatus work 5 and 6. Sequence development</p>	<p>Invasion games 4: 1.Passing skills 2. Understanding footwork 3. Creating space 4. Marking/ defending 5 and 6. Game play and positions</p>
<p>Managing worries Revisit all with a focus on new pressures eg transition to secondary, social media and where to go to seek help. Guidance and resources will be provided.</p>	<p>Our Emotional Brain Revisit Y5 topics: Pre-frontal cortex, hippocampus, amygdala and insula. Reflect. Strategies</p>	<p>Healthy Eating DT: Revisit five main food groups and create an environmentally friendly plate (link with 'Global Citizen')</p>	<p>Dance: Choose from: In the playground At the olympics The river Divali dance</p>	<p>Striking/ Fielding games 2: (Cricket) 1.Catching skills 2. Bowling 3. Batting 4. Fielding 5 and 6. Cricket</p>
			<p>Striking/ Fielding games 2: (Rounders) 1.Catching skills 2. Bowling 3. Batting 4. Fielding 5 and 6. Rounders</p>	<p>Athletics 3: 1.Running styles 2. Throwing accurately 3. Discus 4. Long jump 5. High jump and triple jump 6. Relays</p>