



Everybody Excelling, Every Day. No Excuses!

<b>Theme Title:</b> <u><b>Our world</b></u>			<b>Year group: 6</b>  <b>Term: Summer 1</b>
<b>Hook</b>	<b>Explore</b>	<b>Excite</b>	<b>Celebrate</b>
Speak to a doctor or nurse from the community about health	Cook a meal that provides healthy portions of food groups.	Visit a gym, circus skills, class or boot leg camp for effect on muscles (Science)	Share athletic skills with each other.

**Core subjects: Theme Content**

**By the end of this unit the children will be able to...**

Science

**All living things**

**-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**

**- give reasons for classifying plants and animals based on specific characteristics.**

Tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.

Describe the ways in which nutrients and water are transported within animals.

Describe the ways in which nutrients and water are transported within humans.

Plan different kinds of fair experiments.

Recognise why controlling variables is important and explain how I do this in my experiments.

Take accurate measurements using scientific equipment.

Take repeated measurements when appropriate.

Record data using:

Labelled scientific diagrams.

Classification keys.

Tables.

Bar charts.

Line charts.

Draw conclusions from my results and describe causal relationships in results.  
 Present my findings in a written report with an introduction, conclusion and results.  
 Present my findings in an oral presentation.  
 Identify scientific evidence that has been used to support or refute ideas or arguments.

**Foundation: Theme Content / Foundation: Links to National Curriculum**

PSHE  
Safety – link to Health- Physical, emotional and mental  
 Drugs  
 To take action based on responsible choices  
 To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends  
 To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs  
 Alcohol  
 To take action based on responsible choices  
 To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends  
 To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs  
 Tobacco  
 To take action based on responsible choices  
 To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends  
 To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs  
 Substance Abuse  
 To take action based on responsible choices  
 To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends  
 To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs

Humanities  
**Field work project: How can maps teach us about the world?**  
**Fieldwork skills, mapping, compasses, ordnance survey maps**  
**How has this place changed?**  
**What does the map not show about this place?**  
**What can a compass tell me?**  
**Why might people need an Ordnance survey map?**  
**What would you need to survive in the wild?**  
**How are maps different?**

	<p><b>How are maps and graphs similar?</b>  <b>What are the main differences and similarities between the maps of these places?</b>  <b>Why is the map made in this way?</b></p> <p>I can use different types of fieldwork sampling to observe, measure and record the human and physical features of the local area.  I can record the results of fieldwork in a range of ways including sketch maps, plans and graphs utilising digital technologies.  I can place symbols and keys on maps and plans that I may draw  I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.  I can collect and analyse statistics and other information in order to draw clear conclusions  I can use a range of resources to give a detailed description and opinion of the characteristic features of a location.  I can describe patterns of change in the local area</p>
RE	<p><b>School Philosophical Unit</b></p> <p>Should one leader of a country make important decisions?  What is freedom?  Can you make yourself happy? If so, how?  You can invite three people to dinner, (famous, alive, no longer with us) who would you choose and why?  Are there things about the world we don't know?  What are the most important things we should know about?  Is there a difference between knowing something and believing in it?  Are some people more important than others?  Why can't I do what I like?  Is it worse to fail at something or never attempt it in the first place?</p>
Arts– Drop Down	<b>Japan Art Focus</b>
PE	<p><b>Athletics</b></p> <p>I can sustain my pace over different distances e.g. sprint for 7 seconds , run for one or two minutes  I can perform a range of jumps showing power control at both take-off and landing  I can explore different ways of exchanging a baton and choose which technique works best  I can explain why some athletics activities can improve strength, power or stamina e.g. how will these qualities help them in other activities  I can measure how long or high I can jumping. standing jumps, jumps with run ups and combination jumps  I can organise and manage an athletic event  I can watch a partners performance and identify strengths and suggest improvements  I can set a personal challenge and improve my on performance</p>

	<p>Dance</p> <p>I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea</p>
Computing	<p><b>Purple Mash Unit 6.5 – Text Adventures</b></p> <p><b>To find out what a text adventure is. To plan a story adventure.</b></p> <ul style="list-style-type: none"> <li>• Children can describe what a text adventure is.</li> <li>• Children can map out a story-based text adventure.</li> <li>• Children can use 2Connect to record their ideas.</li> </ul> <p><b>To make a story-based adventure.</b></p> <ul style="list-style-type: none"> <li>• Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</li> <li>• Children can split their adventure-game design into appropriate sections to facilitate creating it.</li> </ul> <p><b>To introduce map-based text adventures.</b></p> <ul style="list-style-type: none"> <li>• Children can map out an existing text adventure.</li> <li>• Children can contrast a map-based game with a sequential story-based game.</li> </ul> <p><b>To code a map-based text adventure.</b></p> <ul style="list-style-type: none"> <li>• Children can create their own text-based adventure based upon a map.</li> <li>• Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.</li> <li>• Children make logical attempts to debug their code when it does not work correctly.</li> </ul>
MFL	Year 6/7 transition unit – secondary school