



Year 6 Spring 1

Science:

Animals including humans

Intent: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Sequence of lessons:

1. To name and locate the main structures of the heart.
2. To describe the simple functions of the heart, veins and arteries?
3. To describe the function of the blood.
4. To describe the ways in which nutrients and water are transported.
5. To investigate how exercise affects the heart rate.
6. To complete a pig's heart dissection.

Key Vocabulary:

Heart, Ventricle, Atrium, Vein, Artery, Blood, Circulatory, Muscle, Cardiac, Vessel, dissection, investigate

Impact:

Children can identify the main structures and functions of the heart. They know the importance of blood and its purpose within the body.

History:

Maya Civilisation

Intent: To identify relevant dates and relevant terms for the period and period labels and that historical periods have characteristics that distinguish them.

Sequence of lessons:

1. To understand when and where the ancient Maya lived.
2. To understand how the Maya settled in the rainforest.
3. To identify the similarities and differences between Maya and Anglo-Saxon homes.
4. To know what the Maya believed.
5. To identify what the archaeological remains tells us about Maya cities.
6. To understand the decline of the Maya cities.

Key Vocabulary: abandon, city-state, Classic period, creation story, decline, restation, drought, hieroglyphics, pyramid, rainforest, slash and burn

Impact:

Children will understand how the Maya settled in the rainforest and built their civilisations and identify the similarities and differences with Anglo-Saxons.

RE:

Christianity

Intent: To understand Christian's beliefs in forever and eternity and how these are shared and explored through the Bible stories.

Sequence of lessons:

1. To understand the concept of 'forever' and 'eternity'.
2. To understand the meaning of stories from the bible.
3. To understand what Bible stories teach us about eternal life
4. To consider different beliefs about what is eternal.
5. To understand the importance of leading a good life.

Key Vocabulary:

eternity, forever, bible stories, eternal life

Impact:

Children understand the Christian beliefs in eternity and forever and can identify these within the Bible stories.



Fowey Primary School: Half termly Overview



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Art/DT:

Come Dine with Me

Intent: To select three recipes to create a three-course meal, this unit includes new lessons that explore basic tastes and complementary flavours.

Sequence of lessons:

- 1. To explain the use of complementary flavours.*
- 2. To research and design a three-course meal.*
- 3. To explain recipe choices.*
- 4. To apply culinary skills and knowledge to create a starter.*
- 5. To apply culinary skills and knowledge to create a main course.*
- 6. To apply culinary skills and knowledge to create a dessert.*

Key Vocabulary: balance, bitter, complement, cross-contamination, enhance, equipment, flavours, ingredients, recipe, sweet, umami

Impact:

Children will be able to design and create a recipe that uses complimentary flavours that balance and enhance one another.

PE:

Dance

Intent: Children will perform dances using a range of movement patterns.

Sequence of lessons:

- 1. To copy and repeat a dance phrase showing confidence in movements.*
- 2. To use changes in dynamics in response to the stimulus.*
- 3. To show an awareness of time, formations and direction.*
- 4. To develop a dance phrase using actions, dynamics and space.*
- 5. To use choreographic devices to improve the aesthetics of a performance.*
- 6. To choreograph a freeze frame montage.*

Key Vocabulary: action, aesthetic, choreography, dynamics, express, formation, freeze-frame, inspiration, mood, motif, phrase, pose, refine, rehearse.

Impact:

Children can perform a group bhangra dance using the key knowledge and skills that they have been taught. They can evaluate their performance and give feedback to other groups.

PSHE:

Dreams and Goals

Intent: Children will talk about their own strengths and further stretching themselves by setting challenging and realistic goals.

Sequence of lessons:

- 1. To identify and set personal learning goals.*
- 2. To understand the steps to success in achieving goals.*
- 3. To identify problems in the world that concern me*
- 4. To work with other people to help make the world a better place*
- 5. To describe some ways in which I can work with other people to improve the world around us.*
- 6. To know what some people in my class like or admire about me*

Key Vocabulary: personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, compliment, recognition

Impact:

Children will be able to recognise the emotions they experience, empathise with people who are suffering and be able to give praise and compliments to other people.

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MFL:

In my French house

Intent: Pupils learn how to describe a house, the different rooms and who lives there. They learn prepositions to explain where items are arranged in their bedrooms and write a letter to describe their family, home and bedroom.

Sequence of lessons:

1. To describe houses in French.
2. To write a description of a house in French.
3. To use prepositions to describe the position of items in the bedroom.
4. To use prepositions to describe the positions of objects in the bedroom.
5. To write a letter describing my home.

Key Vocabulary: une maison, le salon, la chambre, la cuisine, le Jardin, la salle de bain, à côté de, derrière, devant, entre, sous, sur

Impact:

Children can use key vocabulary to describe types of houses and their rooms and using a writing frame will create a written description of their house.

Music:

Film Music

Intent: Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.

Sequence of lessons:

1. To appraise different musical features in a variety of film contexts.
2. To identify and understand some composing techniques in film music.
3. To use graphic scores to interpret different emotions in film music.
4. To create and notate musical ideas and relate them to film music.
5. To play a sequence of musical ideas to convey emotion.

Key Vocabulary: accelerando, body percussion, chords, composition, dynamics, emotion, interpret, melodic, pitch, sequence, tension, unison

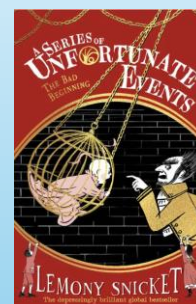
Impact:

Children identify pitch, tempo and dynamics in music and are able use body percussion to create sounds that relate to the scene of a film.

English:

Reading:

Year 6 will be reading the text 'A Series of Unfortunate Events: The Bad Beginning' for the Spring term 1.



Writing:

This half term, the children will be researching the life of Anne Frank to write a Biography based on her key life events.



They will then finish the half term with writing a Newspaper Report based on 'The Arrival'.

Maths:

Children will be developing their skills in Ratio and Proportion, calculating one and two step equations in Algebra and finally, using the four operations within Decimals.

