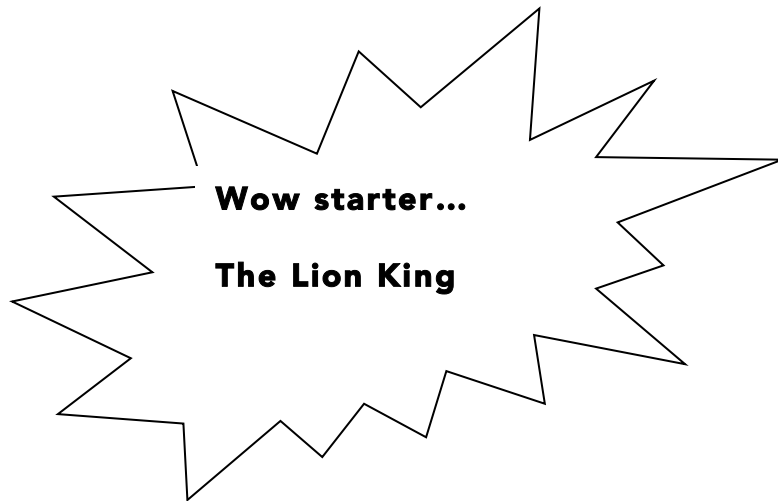
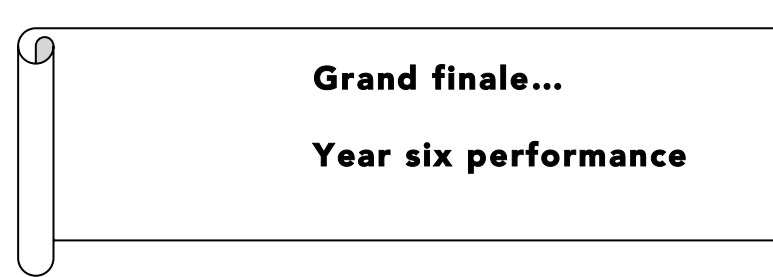




**At Churchwood Everyone Can**

<b>Year: 6</b>	<b>Term: 6</b>
<b>Topic Name: Climb the Mountain for Lights, Camera and Action!</b>	
<b>Subject / Topic Focus: Geography ~ The Land of the Lion King</b>	



## Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Evolution and inheritance  Living things	<ul style="list-style-type: none"><li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li><li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li><li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Plan enquiries, including recognising and controlling variables where necessary.</li><li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li><li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li><li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li><li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li><li>• Present findings in written form, displays and other presentations.</li><li>• Use test results to make predictions to set up further comparative and fair tests.</li><li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul> <p><b>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</b></p> <ul style="list-style-type: none"><li>• Describe the life process of reproduction in some plants and animals.</li></ul>

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b></p>
<b>Geography</b>	<p><b>Investigate places, patterns and communicate geographically</b>  ~ The Land of the Lion King</p>	<ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Physical geography, including: mountains, volcanoes and earthquakes.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains,</li> </ul>

		<p>rivers and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
<b>Computing</b>	<b>Coding</b>	<p>Espresso coding year six starter unit and advanced search Espresso coding year 6b</p> <p>Democracy Rule of law Individual liberty</p>
<b>Design Technology</b>	<b>Construction</b>	<ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</li> </ul> <p>Democracy Rule of law Individual liberty</p>
<b>Music</b>	<b>Charanga</b>	<p>Charanga Mutual respect</p>
<b>PE</b>	<b>PE Syllabus</b>	<b>Games/athletics Games</b>

		<ul style="list-style-type: none"> <li>• <b>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</b></li> <li>• <b>Work alone, or with team mates in order to gain points or possession.</b></li> <li>• <b>Strike a bowled or volleyed ball with accuracy.</b></li> <li>• <b>Use forehand and backhand when playing racket games.</b></li> <li>• <b>Field, defend and attack tactically by anticipating the direction of play.</b></li> <li>• <b>Choose the most appropriate tactics for a game.</b></li> <li>• <b>Uphold the spirit of fair play and respect in all competitive situations.</b></li> <li>• <b>Lead others when called upon and act as a good role model within a team.</b></li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• <b>Combine sprinting with low hurdles over 60 metres.</b></li> <li>• <b>Choose the best place for running over a variety of distances.</b></li> <li>• <b>Throw accurately and refine performance by analysing technique and body shape.</b></li> <li>• <b>Show control in take-off and landings when jumping.</b></li> <li>• <b>Compete with others and keep track of personal best performances, setting targets for improvement.</b></li> </ul> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b></p>
<b>RE</b>	<b>ESCC agreed syllabus</b>	<p><b>What makes us happy?</b>  <b>Worship and community. What is the role of the mosque?</b>  <b>Tolerance</b></p>
<b>PSHEe</b>	<b>PSHEe Syllabus</b>	<p><b>Changes</b>  <b>SRE across Year 5 &amp; 6.</b></p>

		<p><b>All in single gender groups. CW &amp; MB in Year 5, ND &amp; SW in Year 6.</b></p> <p><b>1. Hygiene, Puberty, Menstruation &amp; Wet Dreams. Body changes. Unit 2.</b></p> <p><b>2. Raising aspirations including making choices.</b></p> <p><b>3. Different types of relationships &amp; families.</b></p> <p><b>4. Conception and Pregnancy inc. peer pressure. Unit 3.</b></p> <p><b>5. Keeping Safe with a focus on online safety.</b></p> <p><b>Democracy</b></p> <p><b>Rule of law</b></p> <p><b>Individual liberty</b></p> <p><b>Mutual respect</b></p> <p><b>Tolerance</b></p>
<b>MFL</b>	<b>Mandarin and French Club</b>	<b>Mutual respect</b>
<b>British Values</b>	<b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance</b>	<b>Integrated with foundation subjects</b>

<b>Vocabulary, Punctuation and Grammar focus:</b>	<b>Direct speech/inverted commas, commands, statements. Subordinate clauses.</b>
<b>Spelling Focus</b>	<b>Pupils to follow the support for spelling programme using spelling bank materials.</b>
<b>Linked Extended Writing:</b>	<b>Playscript, playground stories</b>
<b>Cross curricular Maths opportunities:</b>	<b>Measurements – construction Statistics – Africa, evolution</b>
<b>Early Morning Maths Focus:</b>	<b>Multiplication</b>
<b>Target Writing:</b>	<b>Linked to play scripts and stories.</b>