

### DESIGN AND TECHNOLOGY - Food For Life

- To understand what a balanced diet is
- To compare nutritional value of processed bread and homemade bread
- To plan and design a healthy daily menu
- To plan and prepare a wholefood recipe

### GEOGRAPHY - Maps: UK, Europe and the World

- To name UK cities and know how to use compass points to locate places in relation to each other
- To explain the pattern of population density in the UK
- To use maps to understand why people populate an area.
- To compare 2 locations in terms of population pattern.
- To know what factors contribute to new population patterns: Dorchester Building Proposals
- To compare population density in a European country (Russia)
- To know how topography of a continent impacts on population density (Africa)

### HISTORY - Local Victorian Study

- To know what Dorchester was like in the Victorian times
- To interpret historical sources to gain an understanding of what it was like in Victorian Dorchester: Maps, Kelly's Directory, census, population graphs
- To explain what the census tells us about people the people living in Victorian Dorchester: Case study on William Symonds
- To know how the population changed in Dorset and Dorchester giving reasons for those changes
- To discuss whether the Victorian Age was a 'Golden Age'

### PE - Health Related Fitness and Tag Rugby

- To know how aerobic fitness, flexibility and strength affects our body
- To know how to warm up and cool down
- To choose and implement range of strategies and tactics to attack and defend
- To combine and perform more complex skills at speed

## Year 6 Overview - Autumn 2

# 2023

### SCIENCE - Animals including humans

- To name the main parts of the human circulatory system
- To describe the main functions of the heart, blood vessels and blood
- To know how diet, exercise, drugs and lifestyle can impact on the way our bodies function
- To explain how to keep healthy

### ENGLISH

- To write an explanation text about the heart
- To write an adventure story

#### We are Reading: Clockwork by Philip Pullman

#### To continue to develop and secure:

- Retrieval: locating answers in text
- Inference: using clues in the text to explain our impressions of character, action and plot
- Vocabulary: explain meaning of words in context of sentences
- Authorial Intent: explain why the author has chosen particular words and phrases
- Summarising and Predicting



ICT: To use the internet to research and retrieve key facts about the heart and healthy lifestyle effectively and safely

#### Computing: Programming

#### Sensing Movement - design and make a step counter

- To design a project that uses inputs and outputs on a micro-bit
- To develop a program to use inputs and outputs on a micro-bit

### MUSIC: Classroom Jazz (2)

- To know the pulse, rhythm, pitch, tempo, dynamics, texture
- To structure work together to make a song sound interesting
- To be able to keep the internal pulse
- To read and use notes C, D, E, F, G, A, B + C when using the Glocks
- To create musical ideas for others to copy

### MATHS

- Division Methods
- Fractions: Equivalence and Simplifying,  $+/÷$  fractions
- Measures: Metric and Imperial

### RE

#### FINISH: Topic 2: Vocation and Commitment - The vocation of priesthood and religious life (2 weeks)

- To know and understand commitment in life
- To know and understand the vocation to the priesthood and religious life

#### Topic 3: Expectations: Jesus born to show God to the world (4 weeks)

- To know and understand the meaning of expectation
- To know that Advent is a time of joyful expectation of Christmas, the Word becoming a human person, Jesus

### RHE

#### Unit 2: Me, My Body, My Health

##### To know:

- similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community
- Self-confidence arises from being loved by God (not status, etc)
- That human beings are different to other animals
- About the unique growth and development of humans, and the changes that girls and boys will experience during puberty
- About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately
- The need for modesty and appropriate boundaries
- How to make good choices that have an impact on their health

#### Unit 3: Emotional Well-Being

##### To know:

- That images in the media do not always reflect reality and can affect how people feel about themselves
- That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
- A deeper understanding of the range and intensity of their feelings
- That some behaviour is wrong, unacceptable, unhealthy or risky
- That emotions change as they grow up (including hormonal effects)
- About emotional well-being and that openness with trusted parents/carers/teachers when worried ensures healthy well-being
- The difference between harmful and harmless videos and images