



# Shaking All Over

## Year 6

### Autumn 1



#### Shaking All Over

##### Science

Animals Including Humans

##### History

Significant person (William Shakespeare) and Significant event (Globe Theatre)

##### Art and Design

Architect study (Theo Crosby)  
Drawing techniques

##### PE

Tag Rugby

##### Music

Ukulele/ Garageband

##### RE

Islam: Beliefs and practises

##### Computing

Programming: Test My Topic

##### PSHE

Being me in my world

##### French

Classroom routines, instructions, occupations, games

Science

Animals Including Humans		Term: 1	Year: 6	
<b>Foundations of previous learning:</b> <b>Year 1</b> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Year 2</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	<b>Year 3</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement	<b>Year 4</b> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	<b>Year 5</b> Describe the changes as humans develop to old age (link to school policy on sex education)
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans	Use complex science words Use a science model to explain Write an ordered method  <b>Assessment of Skills</b> Explaining science Designing experiments (See Phil Watkins Assessment boards)	To know where your main organs are in the body. To know why we have blood. To know how the blood gets around our body. To know what happens to our body when we exercise. To know the effects of diet, drugs and lifestyle on our bodies.  <b>Assessment of Knowledge</b> Do you know where your main organs are in the body? Why do we have blood? How does blood get around our body? What happens when we exercise? What are the effects of diet, drugs & lifestyle?	Organs (various) circulatory system circulation blood plasma red blood cells oxygenated deoxygenated exchange artery	vein heart heart chambers pulse recovery time drugs (various) alcohol nicotine tar

## History

Significant person (William Shakespeare) and Significant event (Globe Theatre)		Topic: Shaking all over	Term: Autumn 1
<p><b>Foundations of previous learning:</b>            This unit links to the Great Fire of London which happened just 53 years after the fire at the Globe Theatre.            This will build on the idea that sources can be questioned, with some being more reliable and useful than others, which was looked at during the Y5.            They are looking at the significance a person/event can have on the future as previously explored in lower school.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p><b>Chronological understanding</b>            Uses timelines to place events, periods and cultural movements from around the world.            Names date of any significant event studied from past and place it correctly on a timeline.</p> <p><b>Knowledge and understanding</b>            Chooses reliable sources of factual evidence to describe findings.            Describes similarities and differences between some people, events and objects studied.            Describes how aspects of life in the 21st century are shaped/ impacted by past events.</p> <p><b>Historical Interpretation</b>            Understands that the past has been represented in different ways.            Selects the most appropriate source of evidence for particular tasks.            Forms own opinions about historical events from a range of sources.</p> <p><b>Historical enquiry</b>            Evaluates the usefulness and accurateness of different sources of evidence.</p> <p><b>Organisation and communication</b>            Presents information in an organised and clearly structured way.            Makes use of different ways of presenting information.</p>	<p>Shakespeare was allegedly born on the 23<sup>rd</sup> Of April 1564 in Stratford-Upon-Avon.            He died on April 23<sup>rd</sup> 1616.            Shakespeare is known for his impact on English Literature as he was a playwright, a poet and an actor.            Elizabethan theatre was a popular past time for both rich and poor citizens.            The most renowned theatre 'The Globe' was made for Shakespeare's company The Lord Chamberlain's Men.            The Globe Theatre was destroyed by fire on 29 June 1613.            Shakespeare's plays continue to be well-read and performed in today's society.            Know key events within the life of William Shakespeare.            Know some of his plays.</p>	<p>Tudor            Elizabethan            Era            Period            Renaissance            Monarch            Reign            Significant            Date            Source            Timeline            Chronological            William Shakespeare            Anne Hathaway            Globe Theatre            Wooden O            Groundlings            Tragedy</p> <p>Comedy            Historical            Bard            Playwright            Sonnet            Iambic Pentameter            Lord Chamberlains Men            Royal Shakespeare            Company            Literature            Lifespan            1564 – 1616            Stratford-Upon-Avon            Impact            Source            Reliability            Audience            Purpose</p>
	Assessment of Skills	Assessment of Knowledge	
	I can question and evaluate the usefulness and accuracy of different sources of evidence and select the most appropriate for a particular task.	When was William Shakespere born? When did he die? What impact did he have on the world? Why was the Globe theatre made? What happened to the globe theatre? What key events happened in William Shakespeare's life?	

## Art and Design

Architect study (William Morris), Drawing techniques		Topic: Shaking all over	Term: Autumn 1	Year: 6
<b>Foundations of previous learning:</b> Children will have experienced studying different styles and artists, using a variety of medias, creating and experimenting with their own work based around the style of an artist				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  About great artists, architects and designers in history.	Experiment with different tones using graded pencils to create shading, stippling and cross-hatching effects Include increased detail within work. Draw detailed portraits with life-like features Create repeated patterns to produce William Morris inspired artwork. Draw still-life pictures with increasing concentration on the specific features of the composition Investigate different styles of art	William Morris was a designer who had a profound effect on architecture by designing and building 'The Red House.' A portrait should show an awareness of proportion. The light on a portrait affects the shade. Apply different amounts of pressure on a pencil will cause different shades. Identify William Morris work by understanding his signature style Understand the techniques used in an artist's work.	Architect William Morris Design Structure cross-hatching stippling Sketch Shade Light Detail Proportion Spacing Portrait Artist Repetition Flora Pattern Sketching Design Symmetry Nature	
	Assessment of Skills	Assessment of Knowledge		
	Experiment with different tones using graded pencils to create shading, stippling and cross-hatching effects Create repeated patterns to produce William Morris inspired artwork.	Who is William Morris? How did Morris influence the world of architecture? What do you need to think about when drawing a portrait? What techniques did he use?		

## Physical Education

Invasion Games: Tag rugby	Term: Autumn 1	Year: 6
<p><b>Foundations of previous learning:</b>            Year 5:            Show accuracy and good technique when throwing overarm, underarm and pushing from my chest.            Use a variety of techniques to pass a ball, using the most appropriate tactics within the game and attempt to gain possession of the ball.            Acknowledge the contribution of others to games and activities and openly work with team members to be successful.            Perform skills with accuracy, confidence and control            Response consistently in the games they play, choosing and using skills which meet the needs of the situation            Know the difference between attacking skills and defending skills.            Choose positions in their teams and know how to help when attacking            Find and use space to help their team            Use a variety of tactics to keep the ball, e.g. changing speed and direction            Know and find ways to get the ball towards their opponents goal            Know how to mark and defend their goals  <i>Assessment: Know how to mark and defend goals, using space to help the team in invasion games.</i></p>		
<b>Unit Learning</b>		
NC Objective - Coverage	Skills and Knowledge	Vocabulary
Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Use tactics effectively to plan my approach for attacking and defending in a range of invasion games. Show control and sportsmanship in victory and congratulations in defeat, ensuring reflection is taken on how to improve for next time. I can combine and perform skills with control, adapting them to meet the needs of the situation. I can perform skills with greater speed. I can choose when to pass or dribble, so that they keep possession and make progress towards the goal. I can use attacking and defending skills appropriately in games. I can choose and use different formations to suit the needs of the game. I know the importance of being fit, and what types of fitness are most important for games. I understand how playing games can contribute to a healthy lifestyle. I can recognise and describe the best points in an individuals and teams performance. I can identify aspects of their own and others performances that need improvement, and suggest how to improve them.	Tag-Rugby Dribble Pass Score Defend Attack Strategy Sportsmanship Discs Bibs Evaluate Feedback Stamina Resilience Formation
	Assessment	
	Choose and use different formations to suit the needs of the team in invasion games.	

Music

Ukulele/Garage Band		Year: 6	Autumn 1	
<b>Foundations of previous learning:</b> Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Performing (singing/playing):</b>            To play the ukulele either in a solo context or ensemble.            To perform a range of chords and to play in time.            Take the lead in performances and provide suggestions to others.</p> <p><b>Improvising and experimenting:</b>            Compose a piece of music based on a theme.            Describe how music can be used to create expressive effects and convey emotion.            Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.</p> <p><b>Listening, developing knowledge and understanding:</b>            Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p>I know a range of chords on the ukulele.            I can identify the different parts of a ukulele.            I can play in time while singing the melody.            Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.</p>	Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/Machine Heads Headstock Nut Strings Saddle Bridge Chord Compose Loop Mixing Pan Time Signature Metronome Chords Major Minor Rhythm Rap Lyrics Theme Melody Tempo Verse Chorus Track	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation
	Assessment of Skills	Assessment of Knowledge		
	<p>I can perform in time either solo or in an ensemble.            Can the child sing and play at the same time.  <b>I can create tracks, record and mix down a backing track for their lyrics.</b>            I can record a suitable loop for the theme.  <b>I can write lyrics that fit into the meter of the 4/4.</b>            I can perform and record my lyrics so that they are in time with my backing track.            I can perform my music in front of a group.</p>	<p>Can the child play at least 3 chords on the ukulele?            Can the child use Garage Band to create music to accompany a rap?</p>		

Religious Education

Topic: Islam: Beliefs and Practices		Year: 6	Term: Autumn 1	
<b>Foundations of previous learning:</b> To know how Sikhs show their commitment to God. To know how Muslims show their commitment to their faith – prayer. To know how Christians show their commitment to God. To understand what it means to be committed and how difficult this could be.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<b>What is the best way for a Muslim to show commitment to God?</b> <ul style="list-style-type: none"> <li>To understand how Muslims show their commitment to God and to evaluate if there is a best way.</li> </ul>	<b>Thinking about religion and belief</b> Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world  Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. <b>Enquiring, investigating and interpreting</b> Identify the influences on, and distinguish between, different viewpoints within religions and beliefs  Interpret religions and beliefs from different perspectives  Interpret the significance and impact of different forms of religious and spiritual expression <b>Practices and lifestyle (what people do)</b> Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. <b>Expression and language (how people express themselves)</b> Compare the different ways in which people of faith communities express their faith. <b>Identity and experience (making sense of who we are)</b> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <b>Meaning and purpose (making sense of life)</b> Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <b>Values and commitments (making sense of right and wrong)</b> Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply	To understand ways in which praying shows commitment to God. To know that Muslims pray five times each day. To understand that prayer is a way of remembering God. To know that Friday is Muslims holy day. To know that Muslims believe they should give to charity. To know that Ramadan is a fasting period. To know that fasting is recommended by Allah within the Qu'ran. To understand that fasting shows they are living how God wants and remembering those who are hungry. To understand that the five pillars outline key ways Muslims show commitment to God.	Five pillars Zakah Sawm Qu'ran Hajj Perseverance Patience Allah Ramadan Fasting Charity Money Thankful Effort Sacrifice	
		Assessment of Skills	Assessment of Knowledge	
		I can show an understanding of why people show commitment in different ways.  I can think of some ways of showing commitment to God that would be better than others for Muslims.	I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Christians than others.	

## Computing

Test My Topic	Topic: Programming	Year: 6	Term: Autumn 1		
<p><b>Foundations of previous learning:</b> Children from Year 5 are be able to...</p> <ul style="list-style-type: none"> <li>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>refine a procedure using repeat commands to improve a program.</li> <li>use a variable to increase Coding possibilities.</li> <li>change an input to a program to achieve a different output.</li> <li>use 'if' and 'then' commands to select an action.</li> <li>talk about how a computer model can provide information about a physical system.</li> <li>use logical reasoning to detect and debug mistakes in a program. logical thinking, imagination and creativity to extend a program.</li> </ul>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Computer Science:</b> Use variables in more complex ways to manipulate inputs to create useful outputs. To program own game, choosing objects and events, using formula in your code. Understand how computers use property values and parameters to store information about objects. Can write a code that detects the distance and angle of a drag and uses these values to set the parameters for how an object moves.</p> <p><b>Information Technology:</b> To combine a variety of software to accomplish given goals and select, use, combine Software. Evaluate and improve presentations in the light of discussions. Create data collection forms, making a graph to sort and filter Information.</p>	<p>To deconstruct a problem into smaller steps, recognizing similarities to solutions used before (yr 5 to design an algorithm for a specific outcome and use this to write a program). To recognise when I need to use a variable to achieve a required output. To explain and program each of the steps in my algorithm to achieve a planned outcome. To evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. To use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Multimedia (links) To talk about audience, atmosphere and structure when planning a particular outcome. To combine a range of media, recognising the contribution of each to achieve a particular outcome. To be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>	<p>Abstraction Algorithm Broadcast Collaboration Computational thinking Control Debug Decomposition Design Effect Event Forever Imagine Implement</p> <p>Input Make mistakes Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Variable X position / Y position</p>		
	Assessment of Skills/Assessment of Knowledge				
	<p>Can you read and predict what a sequence will make happen? Can you use a variable to add a score to your quiz? Can you use a sequence of steps to make things happen and collect/create appropriate resources? <b>Can you use your design to program a game?</b> Can you detect an error in a program? <b>Can you evaluate your own and other work and offer constructive comments for improvement?</b></p>				



<b>Being me in my world</b>		<b>Jigsaw</b>	<b>Year: Year 6</b>	<b>Term: Autumn 1</b>
<b>Foundations of previous learning:</b> Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences. Y3 – To understand that actions affect myself and others. Y4 - To care about other people’s feelings and empathise with them. Y5 - To contribute as a group and to understand how we can work better as a whole.				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>			<b>Vocabulary</b>
My year ahead Being a global citizen The learning charter Consequences Owning our learning charter	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I feel welcome and valued and know how to make others feel the same I know that there are universal rights for all children but for many children these rights are not met I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect other people locally and globally I understand my own wants and needs and can compare these with children in different communities I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them I understand how an individual’s behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself			Goals Fears Worries Wants Needs Actions Local Global Community Behaviour Rights Responsibilities Benefits
	<b>Assessment</b>			
	To understand how individuals behaviour can affect a group and I can make choices about my own behaviour.			

**MFL**

Classroom routines, instructions, occupations, games		Lessons 1-7	Year: 6	Term: Autumn 1
<p><b>Foundations of previous learning:</b>            Y3: numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play, Be able to ask for and state age and know colours in French, names of fruit and food items, days of the week and months of the year.            Y4: Parts of the body, adjectives, how to ask for French translation, zoo animals, some letters of the alphabet, quantifiers, Members of the family, possessive adjectives, ask and answer questions about family members, vocabulary for story and pets, Dictionary skills, playground song and activity, hobbies, opinions, numbers 12-31, two weather expressions, quantifiers and clothes items for packing a suitcase            Y5: Buildings on the high street, directions, how to ask where places are, pause words and times of the day, Future tense, Numbers 31-50, Comparisons, Food and Breakfast items, Ingredients for a French desert, Weather, Seasons and Saying where you live</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Initiate and sustain conversations</p> <p>Reapply previously learned language in a new context</p> <p>Perform a sketch in French to an audience</p> <p>Understand key details from an authentic text</p> <p>Present oral work confidently.</p> <p>Match sounds to sentences</p> <p>Construct a short paragraph.</p> <p>Join in playground games in French</p> <p>Understand some nouns change their spelling in relation to gender</p> <p>Listen for clues to meaning – tone of voice, key words.</p> <p>Know how to justify own opinions in conversation, using in conversation and writing.</p>	<p>Classroom routines</p> <p>Describing the weather</p> <p>Following instructions</p> <p>Justifying opinions</p> <p>Occupations</p> <p>Playing games</p>	<p>Je suis present</p> <p>Il est absent</p> <p>Elle est absente</p> <p>Un stylo</p> <p>Un crayon</p> <p>Une gomme</p> <p>Un taille-crayon</p> <p>Des ciseaux</p> <p>Un cahier</p> <p>Un sac</p> <p>J'ai</p> <p>Je n'ai pas de</p> <p>Asseyez-vous</p> <p>Levez la main</p> <p>Venez ici</p> <p>Silence</p> <p>Regardez</p> <p>Ecoutez</p> <p>A deux</p> <p>Il fait mauvais</p> <p>Il fait froid</p> <p>Il fait chaud</p> <p>Il y a du vent</p> <p>Il y a du soleil</p> <p>Il y a du brouillard</p> <p>Il pleut</p> <p>Il neige</p>	<p>As tu</p> <p>J'aime</p> <p>Je n'aime pas</p> <p>Il s'appelle</p> <p>Il a x ans</p> <p>Il habite a</p> <p>Tres</p> <p>Assez</p> <p>Sympa</p> <p>Intelligent</p> <p>Amusant</p> <p>Sportif</p> <p>Sportive</p> <p>Beau</p> <p>Belle</p> <p>Medecin</p> <p>Vendeur</p> <p>Vendeuse</p> <p>Serveur</p> <p>serveuse</p> <p>Agent de police</p> <p>Professeur</p> <p>Donne-moi</p> <p>A toi</p> <p>A moi</p> <p>S'il te plait</p> <p>Merci</p>
		<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>Know how to justify own opinions in conversation and writing.</p> <p>Understand some nouns change their spelling in relation to gender</p>	<p>How do you say ____?</p> <p>What is the weather like?</p> <p>Why do you think that/</p> <p>What is their occupation?</p>		