



Y6	Science	Visits & Visitors	Language Tower Hamlets	British Values/Oasis Ethos/SMSC/PSHE	Art & Design	RE	MFL	Comp	D&T	Geography	History	Music	PE
Autumn 1	<p><b>Knowledge:</b> Identify main parts of the human circulatory system</p> <p>Describe how nutrients are transported in humans &amp; other animals</p> <p>Explore the impact of diet, exercise, drugs &amp; lifestyle on health</p> <p><b>Skills:</b> Take accurate measurements &amp; repeat them if needed</p> <p>Use results to make predictions and suggest further tests</p>	Visit: The Allotment Visitor: School Nurse & Dead Ernest Theatre Group <b>Road Safety</b>	<p><b>Agreeing and disagreeing</b></p> <p>On the one hand..... But.....</p> <p>Convince me that.....</p> <p>I am convinced.....</p> <p>Given that.....</p> <p><b>Predicting</b></p>	<p><b>Rules &amp; Laws</b> <b>Nobody has the Right to make us a slave.</b></p> <p><b>We cannot make anyone else a slave</b></p> <p><b>Oasis Habits:</b> <b>Getting things together &amp; Becoming the best version of ourselves takes practice</b></p> <p><b>Oasis ethos 'Treat people equally respecting differences'</b> <b>I am unique</b> Likes &amp; Dislikes</p> <p><b>Class Rules</b> <b>The Watermead Way, crossing the line</b></p>	<p><b>Develop Ideas</b></p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artwork with a fluent grasp of visual language</p> <p><b>Drawing</b></p> <p>Choose a style of drawing suitable for the work eg, realistic or impressionist</p> <p>Use lines to represent movement</p> <p><b>Painting</b></p> <p>Combine colours, tones &amp; tints to enhance the mood of a piece</p> <p>Use brush techniques &amp; the qualities of paint to create texture</p> <p>Develop a style of painting &amp; drawing based on ideas from other artists</p> <p><b>Collage</b></p> <p>Use ceramic, mosaic materials and techniques</p>	<p><b>Knowledge:</b></p> <p>a) Religious beliefs, teachings and sources of authority</p> <p><b>Skills:</b></p> <p>Beliefs and questions: How do the beliefs of religious and non-religious people about God, the world and others make a difference to their lives?</p>	<ul style="list-style-type: none"> <li>• Hello &amp; Goodbye</li> <li>• What's Your Name?</li> <li>• My Family</li> </ul>	<b>Digital Literacy &amp; Data Handling</b>	<p><b>Food</b></p> <p>Create &amp; refine recipes, including ingredients, methods, cooking times &amp; temps.</p> <p>Demonstrate a range of baking &amp; cooking techniques.</p> <p>Measure accurately &amp; calculate ratios of ingredients to scale up or down from a recipe</p>	<p>Use different types of fieldwork sampling to observe, measure &amp; record the human &amp; physical features in the local area.</p> <p>Record the results in a range of ways including sketch maps, plans &amp; graphs utilising digital technology</p>	Musical Legends	<p><b>World United</b></p> <p>Exploring Sounds</p> <p><b>Journeys</b></p> <p>Pitch</p>	Gymnastics Unit U (Flight) Throwing and catching invasion games. (Basketball)
Autumn 2	<p><b>Knowledge:</b></p> <p>Draw circuit diagrams using recognised symbols</p> <p>Associate brightness of lamp or volume of buzzer with number of voltage of cells</p> <p><b>Skills:</b></p> <p>Compare &amp; give reasons for variations in how circuit components function</p>	Visit: Local Area Visitor: <b>Community Police Officers</b>	<p><b>Comparing and contrasting</b></p> <p>In some ways..... and.....are alike. For instance they both.....</p> <p>Another feature they have in common is that...</p> <p>Furthermore they are both.....</p> <p>However they also differ in some ways.</p> <p>For example.....while.....</p> <p>Another difference is that.....whereas.....</p> <p>Finally.....but.....</p> <p>The similarities/differences seem more significant that the similarities/differences because.....</p>	<p><b>Democracy</b> <b>We all have the right to take part in the government of our country.</b> <b>Every grown up should be allowed to choose their own leaders.</b></p> <p><b>Oasis Habits:</b> <b>Hopeful &amp; Joyful</b></p> <p><b>Oasis Ethos 'A deep sense of hope that things can be changed &amp; be transformed'</b> <b>Setting Targets &amp; Aspirations</b></p>	<p><b>Sculpture</b></p> <p>Use frameworks to provide stability and form</p> <p><b>Printing/Textiles</b></p> <p>Show precision in techniques</p> <p>Choose from a range of stitching techniques</p> <p>Combine previously learned techniques to create pieces</p> <p><b>Digital Media</b></p> <p>Enhance digital media by editing including animation, still images and installations</p> <p>Create original pieces that show a range of influences and styles</p>		<ul style="list-style-type: none"> <li>• Asking people how they are</li> <li>• Alphabet</li> <li>• Numbers 1-12</li> </ul>	<b>Digital Literacy</b>		<p>Name &amp; locate some of the countries &amp; cities of the world &amp; their identifying human &amp; physical characteristic</p> <p>Describe &amp; understand key aspects of: <b>human geography:</b> distribution of natural resources including energy, food, minerals, water supplies &amp; economic activity including trade links</p>	History of Computing	<p><b>Growth</b></p> <p>Beat</p> <p><b>Roots</b></p> <p>Exploring Sounds</p>	Dance (Unit 1) Throwing and catching invasion games. (Tag rugby)



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Spring 1	<p>Explore biological classification in more detail</p> <p>Know living things have changed over time</p>	<p>Visit: Eden Camp</p> <p>Visitors: Chinese Dragon Dance</p>	<p><b>Making an assumption</b></p> <p>The facts lead to.....</p> <p>Based on.....</p> <p>Been lead to the conclusion that.....</p> <p>The evidence leads to.....</p> <p>Having considered.....</p> <p>This infers that.....</p>	<p><b>Individual Liberty</b></p> <p>Nobody has the right to harm our good name.</p> <p>Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</p> <p><b>Oasis Habits:</b></p> <p><b>Patient &amp; Compassionate</b></p> <p><b>Oasis Ethos 'A sense of perseverance to keep going for the long haul'</b></p> <p>Keep Learning</p> <p>Being Patient</p> <p>Learning from our mistakes &amp; saying sorry</p>	<p><b>Develop Ideas</b></p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artwork with a fluent grasp of visual language</p> <p><b>Drawing</b></p> <p>Choose a style of drawing suitable for the work eg, realistic or impressionist</p> <p>Use lines to represent movement</p> <p><b>Painting</b></p> <p>Combine colours, tones &amp; tints to enhance the mood of a piece</p> <p>Use brush techniques &amp; the qualities of paint to create texture</p> <p>Develop a style of painting &amp; drawing based on ideas from other artists</p> <p><b>Collage</b></p> <p>Use ceramic, mosaic materials and techniques</p>	<p><b>Knowledge:</b></p> <p>Religious practices and ways of living</p> <p><b>Skills:</b></p> <p>Teachings and authority: What do sacred texts and other sources say about God, the world and human life?</p>	<p>• •</p> <p>Brothers &amp; Sisters</p> <p>How old are you?</p>	<p>Algorithms</p>	<p><b>Textiles</b></p> <p>Show an understanding of the qualities of materials to choose tools to cut and shape</p> <p>Cut materials with precision &amp; refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape)</p>	<p>Name &amp; locate the countries of North America &amp; identify their main physical &amp; human Characteristics</p> <p>Use a range of geographical resources to give detailed descriptions &amp; opinions of the characteristic features of a location</p>	<p>WW2</p>	<p><b>Class Awards</b></p> <p>Pitch</p> <p><b>Moving On</b></p> <p>Beat</p>	<p>Invasion games (football) Dance (Unit2)</p>
Spring 2	<p><b>Knowledge:</b></p> <p>Know offspring are similar but not identical to parents</p> <p>Identify how living things adapt &amp; how this may lead to evolution</p> <p><b>Skills:</b></p> <p>Identify scientific evidence for or against an idea</p> <p>Plan different types of enquiry to answer qu's</p>	<p>Visit: Weteren Park Museum</p> <p>Visitors: Author visit</p>	<p><b>Describing</b></p> <p>In comparison to.....</p> <p>Idioms e.g. Peas in a pod</p> <p>Develop / Introduce metaphors and similes</p>	<p><b>Being Part of Britain</b></p> <p>Every grown up has the right to a job, to age for their and to join a union</p> <p><b>Oasis Habit:</b></p> <p><b>Forgiving &amp; Considerate</b></p> <p><b>Oasis Ethos 'A passion to include everyone'</b></p> <p>Being Welcoming</p> <p>Team Work</p> <p>Including Everyone</p>	<p><b>Sculpture</b></p> <p>Use frameworks to provide stability and form</p> <p><b>Printing/Textiles</b></p> <p>Show precision in techniques</p> <p>Choose from a range of stitching techniques</p> <p>Combine previously learned techniques to create pieces</p> <p><b>Digital Media</b></p> <p>Enhance digital media by editing including animation, still images and installations</p> <p>Create original pieces that show a range of influences and styles</p>		<p>• • •</p> <p>Happy Birthday!</p> <p>Numbers 13-31</p> <p>The months of the year</p>	<p>Programming</p>	<p>Collect &amp; analyse statistics &amp; other information in order to draw clear conclusions about locations</p>	<p>Significant Individuals Charles Darwin, Mary Anning</p>	<p><b>World United</b></p> <p>Exploring Sounds</p> <p><b>Journeys</b></p> <p>Pitch</p>	<p>Bat and ball Skills (Hockey) Athletics Unit 1</p>	





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Summer 1		Visit: Manor Lodge Visitors:	<p><b>Evaluating</b></p> <p>My view is that.....</p> <p>In my opinion.....</p> <p>This is supported by the fact that.....</p> <p>Furthermore..... however.....</p> <p>Possible improvements may include.....</p> <p>Or alternatively.....</p>	 <p><b>Respect &amp; Restoration</b></p> <p><b>Oasis Habit:</b></p> <p><b>Considerate &amp; Self-Controlled</b></p> <p><b>Oasis Ethos 'A commitment to healthy open relationships'</b></p> <p>Being Kind</p> <p>Being Friends</p> <p>What to do if feeling sad/angry or saying sorry</p>	<p><b>Develop Ideas</b></p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artwork with a fluent grasp of visual language</p> <p><b>Drawing</b></p> <p>Choose a style of drawing suitable for the work eg, realistic or impressionist</p> <p>Use lines to represent movement</p> <p><b>Painting</b></p> <p>Combine colours, tones &amp; tints to enhance the mood of a piece</p> <p>Use brush techniques &amp; the qualities of paint to create texture</p> <p>Develop a style of painting &amp; drawing based on ideas from other artists</p> <p><b>Collage</b></p> <p>Use ceramic, mosaic materials and techniques</p> <p><b>Sculpture</b></p> <p>Use frameworks to provide stability and form</p>	<p><b>Knowledge:</b></p> <p>Questions of meaning, purpose and truth</p> <p><b>Skills:</b></p> <p>The journey of life and death: Why are some occasions sacred to believers? What do people think about life after death?</p> <p>Symbols and religious expression: How can religious and spiritual ideas be expressed in different ways</p>	<p>• •</p> <p>Colours</p> <p>Do you have a pet?</p>	Developmental Logic	<p><b>Electronics</b></p> <p>Create circuits using electronic kits that employ a number of components</p>	<p>Describe how countries &amp; geographical regions are interconnected &amp; interdependent</p> <p>Describe how locations around the world are changing &amp; explain some of the reasons for change</p>	<p>Ancient Maya Civilisation</p>	<p><b>Growth</b></p> <p>Beat</p> <p><b>Roots</b></p> <p>Exploring Sounds</p>	<p>Tennis (Introduction Drop shots and backhands) Athletics Unit 1</p>
Summer 2	<p><b>Knowledge:</b></p> <p>Explore how light behaves (travelling in straight lines, reflection, refraction, shadow formation)</p> <p><b>Skills:</b></p> <p>Present findings orally &amp; in writing</p> <p>Record increasingly complex data in various ways</p>	Visit: Visitors:	<p><b>Explaining</b></p> <p>..... Such as .....</p> <p>Due to.....x has / is...</p> <p>In summary.....</p> <p>Owing to..... x has / is...</p> <p>This has altered.....</p> <p>Evidently.....</p>	 <p><b>Mutual Respect &amp; Tolerance</b></p> <p><b>Oasis Habit:</b></p> <p><b>Humble &amp; Honest</b></p> <p><b>Oasis Ethos 'A deep sense that things can be changed &amp; transformed'</b></p> <p>Change</p> <p><b>Oasis Ethos 'A desire to treat people equally respecting differences'</b></p> <p>Respecting Differences</p>	<p>Use frameworks to provide stability and form</p> <p><b>Printing/Textiles</b></p> <p>Show precision in techniques</p> <p>Choose from a range of stitching techniques</p> <p>Combine previously learned techniques to create pieces</p> <p><b>Digital Media</b></p> <p>Enhance digital media by editing including animation, still images and installations</p> <p>Create original pieces that show a range of influences and styles</p>	<p><b>Knowledge:</b></p> <p>Religious and spiritual forms of expression</p> <p><b>Skills:</b></p> <p>Symbols and religious expression: How can religious and spiritual ideas be expressed in different ways</p>	<p>• • •</p> <p>Days of the week</p> <p>What's today's date?</p> <p>What's the weather like?</p>	E Safety & Understanding Technology			<p><b>Class Awards</b></p> <p>Pitch</p> <p><b>Moving On</b></p> <p>Beat</p>	<p>Tennis (Competing and officiating) Outdoor activities (Lake District) Striking and fielding games Rounders and cricket.</p>	

