



# SACRED HEART THEMATIC PLAN - YEAR GROUP 6 - TERM ADVENT



BREADTH SOUTH AMERICA & SLAVERY			
SUBJECT	THRESHOLD CONCEPT	COVERAGE	ASSESSMENT TARGETS YOUR CHILD WILL BE ABLE TO...
HISTORY	<ul style="list-style-type: none"> <li>Chronology</li> <li>Historical people and events</li> <li>Historical sources and evidence</li> <li>Historical connections</li> </ul>	During this topic we will be learning about the Slavery: exploring the slave trade and William Wilberforce's involvement in its abolition; we will be considering how the slave trade first came about and how it impacted people around the world; we will be researching how slavery has impacted our country; assessing historical sources.	<ul style="list-style-type: none"> <li>Use words and phrases associated with the Slavery.</li> <li>Recognise how life now is different compared to slaves in the 17<sup>th</sup> and 18<sup>th</sup> Centuries.</li> <li>Explain how Britain was involved in the slave trade.</li> <li>Describe why the slave trade was abolished.</li> <li>Ask and answer questions about slavery.</li> </ul>
GEOGRAPHY	<ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Human and physical geography.</li> <li>Geographical skills and fieldwork</li> </ul>	In Geography, we will be studying the countries of South America, primarily Brazil; using maps to look at human and physical features; comparing South American locations with locations in Britain and Europe; investigate the geographical processes that give rise to human and physical features.	<ul style="list-style-type: none"> <li>Explain to someone the features and characteristics of the locations including their tradeable resources.</li> <li>Explain how the weather differs in the areas studied.</li> <li>Locate the countries on a South American map.</li> <li>Use words and phrases associated with South America.</li> </ul>
DESIGN AND TECHNOLOGY	<ul style="list-style-type: none"> <li>Design</li> <li>Make</li> <li>Evaluate</li> <li>Technical knowledge</li> </ul>	In Design and Technology, we will be creating our own Dreamcatchers. Research quilt designs to pass on messages during slavery. Create own design.	<ul style="list-style-type: none"> <li>Research historical designs and plan how to model it.</li> <li>Explain to someone else how they want to make their product.</li> <li>Choose appropriate resources and tools.</li> </ul>
ART	<ul style="list-style-type: none"> <li>Famous Artists</li> <li>Artistic skills</li> </ul>	Research Pop Artist, Lobo and paint a composition inspired by him. Create pastel drawing inspired by Marietje Henning's use of colour and form.	<ul style="list-style-type: none"> <li>Explain how to mix colours to someone else.</li> <li>Describe the use of colour and form by Lobo and Henning.</li> <li>Describe the artists' influences.</li> </ul>
MUSIC	<ul style="list-style-type: none"> <li>Musical performance</li> <li>Musical skills</li> <li>Aural appreciation and evaluation.</li> </ul>	In Music, we will be developing our musical skills and experience of playing wind instruments.	<ul style="list-style-type: none"> <li>Learn to read music and respond to dynamics.</li> <li>Play and perform in a group.</li> <li>Evaluate performance and compose within a group.</li> </ul>
R.E.		ENGLISH	MATHS
<p><b>Ourselves</b> – recognise their skills and talents, and those of others.</p> <p><b>Judaism</b> - understanding the Jewish culture.</p> <p><b>RSE</b> – The wonder of God's love in creating new life.</p> <p><b>Anti-bullying</b></p> <p><b>Life choices</b> – investigate the meaning of Christian commitment and service, including marriage.</p> <p><b>Hope</b> – at the time of Advent.</p>		<p>Year 6 spellings. Using resources to support spelling.</p> <p>Different verb forms and when to use them.</p> <p>Accurate use of punctuation to include commas, speech marks, semi colon, colons and brackets.</p> <p>Recognising grammar and evaluating its use.</p> <p>Understanding the format and structure required for different types of writing; to include diary entries, narrative, letters &amp; newspaper reports.</p> <p>Evaluate and discuss their reading comprehension, make predictions and interpret.</p>	<ul style="list-style-type: none"> <li>Percentages, decimals and fractions</li> <li>Geometry - Angles</li> <li>Length, perimeter and mass</li> <li>Area and volume</li> <li>Place Value</li> <li>Multiplication and division</li> <li>Ration and proportion</li> <li>Statistics and representation</li> <li>Addition and subtraction</li> <li>Algebra</li> </ul>
SCIENCE		COMPUTING	MFL
<p><b>Working scientifically:</b></p> <p>Pattern seeking</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p> <ul style="list-style-type: none"> <li><i>Light &amp; Electricity</i></li> </ul> <p>Light appears to travel in straight lines.</p> <p>Objects are seen because they give out or reflect light into the eye.</p> <p>Associate the brightness of a bulb relates to the number of cells used in the circuit.</p> <p>Recognise symbols of a simple circuit.</p>		<p>Online safety &amp; designing programs.</p>	<p>Describing my family.</p>
P.E.		PSED	
Sports coach		Various, focussing on current events	