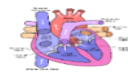


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| <p><b>Topic Name – Beating Heart</b></p> <p><b>Disposition</b></p> <p><b>Decveloping Choice:</b> Being Accountable and Living with Integrity.</p>  |   | <p><b>Year Group - Year 6 Autumn 1</b></p> <p><b>Topic Purpose Question:</b> How can our knowledge of the heart supports us in caring for it?</p>  | <p><b>Curriculum Coverage: Science (Biology)</b></p> <p><b>Topic Purpose</b> – To explore and answer questions which will support understanding of how the circulatory system enables the body to function. Exploring the scientific research about the relationship between diet, exercise, drugs, lifestyle and health. To understand how to keep their bodies healthy and strong.</p> | <p><b>Class Novel: Pig Heart Boy</b></p> <p><b>Purpose-</b> Topic specific vocabulary as well as being a powerful story by a modern day author.</p> |
| <p><b><u>Links to previous topics.</u></b></p> <p>Year 3 – Predators of the World</p> <p>Year 4 – Vikings</p>  | <p><b><u>Science</u></b></p> <p><b>Animals including Humans.</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Activities: Heart Dissection.</p>  |  |  |   |
| <p><b><u>Links to future topics.</u></b></p>   | <p>Use models, posters, diagrams and interactive software to identify the major parts of the human circulatory system, notably the heart, arteries, veins, capillaries, blood and lungs. Write a short paragraph to describe the structure and functions of each component.</p> <p>Create a scientific fact file about the heart, blood and circulation. Decide what facts to include and check these using a range of scientific source materials. Include information and resources created during the project.</p> |  |  |   |
| <p><b><u>Engage Stage/Memorable Experience</u></b></p>   | <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><b>Activity:</b> Watch video clips and visit appropriate websites to find out how smoking, alcohol and drugs can affect the body, including the heart and relationships. Create a life-size diagram of a person, annotated with information, diagrams and warnings.</p> <p><b>Purpose Question:</b> Why is it important to keep our bodies healthy?</p>   |  |  |   |
| <p>Class dissection of the heart – the children to dissect a sheep heart by identifying all the key functions.</p> <p><b>Purpose Question:</b> What part does each function play in keeping us alive?</p>  |   | <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Activities: Find out about the components and functions of blood by reading suitable non-fiction books, watching animations or talking to the school nurse. Examine an artificial blood sample to count and identify its layers. Describe the function of each of the main components of blood; plasma, red blood cells, white blood cells and platelets.</p> <p>Create a stop motion animation to show how blood cells, water and nutrients are transported around the body. Use small blobs of plasticine or cardboard cut outs to model the movement of the cells and nutrients. Add a title page and labels for extra information value and scientific effect.</p>  |  |   |
| <p><b>Key Vocabulary:</b> growth, development, circulatory, heart, blood vessels, veins, arteries, oxygenated, deoxygenated, valve, exercise, respiration.</p>   |   |  |  |   |
| <p><b>Art</b></p> <p><b>Sculpture</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Activity: Model a heart from clay using photographs taken during the dissection to help them sculpt. Use the sculpture to explain how the heart works.</p> |   | <p><b>Computing</b></p> <ul style="list-style-type: none"><li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li><li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li><li>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li><li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li></ul> <p>Activities: See Computing planning.</p> <p><b>Key Vocabulary:</b> window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, digital content, downloadable, voiceover, mute, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p> |  |   |
| <p><b>Textiles</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Activity: Model a heart from clay using photographs taken during the dissection to help them sculpt. Use the sculpture to explain how the heart works.</p>                    |   |  |  |   |
| <p><b>Key Vocabulary:</b> viewpoint, detail, two-dimensional, three-dimensional, form, shape, texture, composition, profile, proportion, perspective, carving, surface, transparent, opaque, manipulate.</p>   |   |  |  |   |
| <p><b>PSHE</b></p> <p><b>Being Me in My World.</b></p> <p>My Year Ahead</p> <p>Being a Global Citizen (1/2)</p> <p>The Learning Charter</p> <p><a href="#">School council elections</a></p> <p><a href="#">Building the school vision statement</a></p> <p><a href="#">Black History Month</a></p>   | <p><b>PE</b></p> <p><b>Dance (Break Dancing)</b></p> <p>To perform a break dancing using different break dancing moves which have been practised during the unit if work.</p> <p>To have the confidence to perform and evaluate street dancing.</p>   | <p><b>RE</b></p> <p>Theme:</p> <p>Beliefs and Practices</p>  | <p><b><u>Writing focus connected to topic</u></b></p>  |   |
| <p><b><u>Geography</u></b></p>   | <p><b>Games (Hockey) – PPA</b></p> <p>Confidently use key elements of hockey – dribbling, passing, shooting, defending.</p> <p>To use the skills to take part in a game.</p> <p>To know the rules and set up of Hockey.</p> <p>Can make decisions when playing a sport.</p>   | <p>Key Question:</p> <p>What is the best way for a Muslim to show commitment to God?</p>   | <p><b>See Year 23-24 writing map.</b></p>  |   |
| <p><b><u>History</u></b></p>   |   | <p>Religion: Islam</p>   |  |   |
|  |   | <p>Disposition: being accountable and living with integrity</p>  |  |   |
|  |   | <p><b>MFL- Spanish</b></p> <p><b>Units:</b></p> <p>Phonetics 1-3</p> <p>Presenting Myself</p>  | <p><b><u>Extended/linked reading</u></b></p>   |   |

