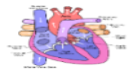


<p><b>Topic Name – Beating Heart</b></p>  <p><b>Disposition</b> <b>Decveloping Choice:</b> Being Accountable and Living with Integrity.</p>	<p><b>Year Group - Year 6 Autumn 1</b> <b>Topic Purpose Question:</b> How can our knowledge of the heart supports us in caring for it?</p>	<p><b>Curriculum Coverage: Science</b> <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> <b>Purpose-</b> Topic specific vocabulary as well as being a powerful story by a modern day author.</p>
<p><b>Links to previous topics.</b> Year 3 – Predators of the World Year 4 – Vikings</p> <p><b>Links to future topics.</b></p>	<p><b>Science</b> <b>Animals including Humans</b> Pupils should build on their learning from Years 3 and 5 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils should work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p><b>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</b> Activities: Heart Dissection.</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><b>Engage Stage/Memorable Experience</b></p> <p>Class dissection of the heart – the children to dissect a sheep heart by identifying all the key functions. <b>Purpose Question:</b> What part does each function play in keeping us alive?</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>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</b> <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. <b>Purpose Question:</b> Why is it important to keep our bodies healthy?</p> <p><b>Describe the ways in which nutrients and water are transported within animals, including humans.</b> 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. 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> <b>Sculpture</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 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, manipulate.</p>	<p><b>Music</b> <b>Signing and Ensemble</b></p> <ul style="list-style-type: none"> <li>- Sing with correct posture, breathing &amp; diction</li> <li>- Sing a round in 2–3 parts</li> <li>- Explore contrasts in singing</li> <li>- Add rhythmic patterns to singing</li> <li>- Sing in 2-part harmony</li> <li>- Perform with confidence to an audience</li> </ul>	<p><b>Computing</b> <b>Delivered Through Junior Jam</b> iCommunicate - iGraphics Level 4</p>	
<p><b>Oracy</b> <b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>• Initially we could consider...</li> <li>• I would like to start by saying...</li> <li>• Let's also think about...</li> <li>• We haven't yet discussed...</li> <li>• Having considered the evidence, I would like to begin by saying...</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>• Adding onto what ___ said...</li> <li>• Building on ___ point...</li> <li>• Developing your point further...</li> <li>• I agree with you and to elaborate on your point...</li> <li>• In addition to ___ point...</li> <li>• To further elaborate on ___ idea...</li> <li>• I would like to elaborate on ___ idea...</li> </ul> <p><b>Challenge – disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>• I don't think...</li> <li>• Have you thought about ___?</li> <li>• I disagree with...</li> </ul>	<p><b>PE</b> <b>Dance (Break Dancing) – Teacher Led</b> To perform a break dancing using different break-dancing moves which have been practised during the unit if work. To have the confidence to perform and evaluate street dancing.</p> <p><b>Games (Hockey) – Sport Coach Led</b> Confidently use key elements of hockey – dribbling, passing, shooting, defending. To use the skills to take part in a game. To know the rules and set up of Hockey. Can make decisions when playing a sport.</p> <p><b>Key Vocabulary:</b> power, distance, perform, consistent, fair play, tackle, covering, supporting</p>	<p><b>RE</b> Theme: Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p> <p>Disposition: being accountable and living with integrity</p>	<p><b>Geography</b> <b>Map Skills</b> <b>Ordnance Survey Maps</b> Focuses on Ordnance Survey maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. They are also introduced to the geographical concept of scale, and map symbols.</p> <p><b>Six Grid Reference</b> They find locations using six-figure grid references and practice locating the school, their house and significant buildings on a map of the local area. They will then use these skills to interpret a Treasure Map and find the lost treasure.</p>
		<p><b>MFL- Spanish</b> <b>Planning through Language Angels.</b> <b>Units:</b> La fonetica Phonics and Pronunciation lessons 1-4</p>	<p><b>PSHE</b> <b>Being Me in My World.</b> My Year Ahead Being a Global Citizen (1/2) The Learning Charter <a href="#">School council elections</a> <a href="#">Building the school vision statement</a> <a href="#">Black History Month</a> <a href="#">Meet My Brain</a></p> 