CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 6 – AUTUMN 2

Learn from yesterday, seek today and aimfor tomorrow

September 2021

Science Driver: The Circularity System

Key Enquiry: Why is the heart the most important pump that we own?

Science Driver

Working Scientifically	
❑ Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise	❑ Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
❑ Set up a fair test when needed e.g. does light travel in straight lines?	❑ Clear about what has been found out from their enquiry and can relate this to others in class
❑ Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?	❑ Explanations set out clearly why something has happened and its possible impact on other things
❑ Know what the variables are in a given enquiry and can isolate each one when investigating	❑ Aware of the need to support conclusions with evidence
❑ Justify which variable has been isolated in scientific investigation	❑ Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
❑ Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion	❑ Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class
❑ Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	❑ Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats
❑ Make accurate predictions based on information gleaned from their investigations and create new investigations as a result	❑ Frequently carry out research when investigating a scientific principle or theory
❑ Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie	

What I need the children to learn	**Possible learning experiences**
Animals, including humans	
• *The circulatory system* • *Water transportation* • *Impact of exercise on body*	
• Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood	***Fact-files about the heart*** ***Make a medical information leaflet about diet, drugs, exercise and lifestyle on the body – link to circulatory system and mental***

• Know the impact of diet, exercise, drugs and lifestyle on health • Know the ways in which nutrients and water are transported in animals, including humans	***health*** ***Make a beating heart (look on-line) – home science tools explains the science behind it*** ***Twinkl have a really good lesson plan on nutrients and water transportation with power point and detailed diagrams on intricate parts and functions – called animals including humans transporting water and nutrients***

Geography

What I need the children to learn	Possible learning experiences
Locational Knowledge	
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	
• Know the names of a number of European capitals • Know the names of, and locate, a number of South or North American countries	***Sea pollution effects*** ***Italy study – physical/ human characteristics*** ***Grand Canyon comparison*** ***Numbered countries research lesson*** ***Study of the Americas***
Locational Knowledge	
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
• Know about time zones and work out differences	***Links to Science Night/ Day Hemisphere/ Seasons study*** ***Differences in Maths lesson***

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
use running, jumping, throwing and catching in isolation and in combination	
• demonstrate stamina and increase strength	
Competitive Games	
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	
• agree and explain rules to others • work as a team and communicate a plan lead others in a game situation when the need arises	

Gymnastics	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• combine own work with that of others sequences to specific timings	
Dance	***X2 Weeks***
perform dances using a range of movement patterns	
• develop sequences in a specific style choose own music and style	***Design own dances in pairs/ groups to music*** ***Links to Real PE 2***
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• plan a route and a series of clues for someone else plan with others, taking account of safety and danger	
Evaluate	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• know which sports they are good at and find out how to improve further	
Real P.E.	
Unit 2Creative • I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Celebrating Difference	**Resource links from: Jigsaw**
• Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict	In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. **Please see the link below**

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/lzebuhel/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf

Religious Education

What I need the children to learn	Possible learning experiences
U2.8	
• What difference does it make to believe in ahimsa, grace and/or Ummah?	***Discover and think about the meanings of some key ideas in three religions, building on prior learning:*** ***Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.*** ***Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?***

Foreign Languages

What I need the children to learn	Possible learning experiences
Speaking	
speak in sentences, using familiar vocabulary, phrases and basic language structures	
• hold a simple conversation with at least 4 exchanges • use knowledge of grammar to speak	

correctly	
Reading	
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	
• understand a short story or factual text and note the main points • use the context to work out unfamiliar words	
Writing	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
• write a paragraph of 4-5 sentences • substitute words and phrases	

Cayton Creation

A journey around the bloodstream - YouTube

Cayton Conclusion

Making a pumping heart model – See photos

English

What I need the children to learn	Possible learning experiences

Mathematics

What I need the children to learn	Possible learning experiences
Refer to the White Rose SOL online https://whiterosemaths.com/resources/primary-resources/primary-sols/ Four operations continued Fractions Geometry : Position and Direction	