

Theme Overview

Year	6	Term	Spring Term 2 and Summer Term 1
Theme	Heartbeat	Big Question	Why do our hearts beat?
<p>Focus of unit and scope of unit: The unit looks at the circulatory system and the links with the respiratory system. It allows the children to have a good understand of how blood, oxygen and nutrients are transported about the body and the impact of exercise on the body. It allows children to look at data and present it in graphs to help see relationships and draw conclusions. The children follow their own lines of enquiry to plan a scientific investigation. The children use their knowledge of healthy eating to plan and make a healthy meal using a range of equipment and techniques with growing independence. The art unit enables children to create digital art in the style of famous artists.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
Children look at creating a healthy and sustainable menu. The children have a number of opportunities to work on teams and pairs to produce learning. Children give feedback to each other in a respectful way.	The children have a chance to plan and make their own menu. The children follow their own lines of enquiry to carry out investigations. The children use the work of famous artists and techniques to produce their own digital art.	The children use data to draw conclusions and hypothesis. The children use market research to develop their own success criteria. The children evaluate their art and design against criteria and come up with improvements.	Children look at the importance of social and cultural impact on menus. The children look at creating sustainable menus. Children engage in discussion about art and discuss different points of view in a respectful way.
Big Start		Big Finish	
Circulatory Game		Dissecting the Heart	
		Experience	
		Dissecting the Heart/ Health Visitor/ School Nurse	

Year 6	Term: Spring Term 2 and Summer Term 1 : Heart		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have studied the respiratory system of animals, they have begun to recognise the importance of a healthy diet. They have carried out a number of investigations and made detailed observations which they have started to record more independently. The children have begun to draw conclusions.</p>		<p>As children move to KS3, they learn more about the structure and details of the human digestive system. The understand more fully the impact of different parts of the diet on the body. In scientific enquiry children begin to follow their own lines of enquiry and begin to repeat measurements and use different forms of evidence to draw conclusions with scientific explanation.</p>
Knowledge and Skills	Planning an Investigation	Carrying Out an Investigation	
	<ul style="list-style-type: none"> I ask relevant questions (containing scientific knowledge and understanding). I recognise which type of enquiry is best to answer a question. I can plan different types of science enquiries to answer questions. I recognise and control variables where necessary. I decide what observations and measurements to make and what equipment to use (giving reasons) to make my measurements and observations. 	<ul style="list-style-type: none"> I take measurements, using a range of scientific equipment with increasing accuracy and precision. I take repeat readings when appropriate. I use relevant information sources to find things out. I identify possible risks to myself and others. I record data and results of increasing complexity using e.g. scientific diagrams and labels and tables. I choose a method to suit the results, e.g. a two-column table. 	
	Substantive Knowledge		Famous Scientists
<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system. Know the function of heart, blood vessels, blood. Know the impact of diet, exercise, drugs and life style on health. Know the ways in which nutrients and water are transported in animals, including humans. 		Orr – information on healthy diets.	
Vocabulary	<p>Heart: the organ that pumps blood around the body. Lungs: the organ that gathers in air as part of breathing. Blood: the liquid that transports oxygen around the body. Oxygen: the gas in the air that is needed for respiration. Valid results</p>		<p>Vein: a blood vessel carrying blood back to the heart. Artery: a blood vessel carrying blood away from the heart. Pulse Carbon Dioxide Ventricle</p>

Art and Design

Year 6	Spring Term 1 and 2		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously looked at artists and used them as a stimulus to create their own designs.</p> <p>Children have previously used electronic images they have found to influence and support their art.</p>		<p>As children move into KS3 they will extend their knowledge of great artists and techniques.</p> <p>They will continue to use a range of techniques including digital art and analyse and evaluate their own art to improve it.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	<p>Understanding different techniques</p> <p>Developing and evaluating techniques</p> <ul style="list-style-type: none"> • Know how to use feedback to make amendments and improvement to my art. • Know how to use a range of e-resources and digital media to create art. 	<p>Knowing and applying techniques</p> <ul style="list-style-type: none"> • Explain the style of my work and how it has been influenced by a famous artist or culture. • Identify different techniques and styles used in the work of others and famous artists. 	<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p><i>Create abstract compositions using knowledge of other artists' work</i></p> <p><i>Express feelings and emotions through colour. Study colours used by artists.</i></p>
	Work of Artists - Appreciation		Work of Artists - Art History
	<p><i>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... Using the technique of... ensured that the piece was...)</i></p>		<p>Mondrian - use of lines and block colour</p> <p>Impressionist - Van Gogh- light brush strokes</p> <p>Pointillism - Seurat – using dots to create pictures</p> <p>Splash – Pollock – splattering paints</p> <p>Collage – - using strips/ shapes of colour to create picture</p> <p>See paintings below.</p>
Vocabulary	<p>Splatter</p> <p>Pointillism</p> <p>Line</p> <p>Block colour</p>		<p>Electronic art</p> <p>Electronic tools</p> <p>e-collage</p>

Year 6	Spring Term 2: Healthy Hot Meal		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously used a range of techniques to create a healthy sandwich, a hot snack and a preserve. They have begun to make a product that links to a success criteria and evaluate their produce against this.</p>		<p>As children move to KS3 they will be being to take into account cultures in their designs. They will become more proficient in using different ways of heating ingredients to create a healthy meal</p>
Knowledge and Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> Use market research to inform my plans and ideas and create a success criterion. Justify my plans in a convincing way. 	<ul style="list-style-type: none"> Use a range of tools and equipment precisely and with increasing independence. 	<p>Evaluate my product against clear criteria.</p>
	Cooking & Nutrition / Construction & Structures / Textiles / Mechanisms		Famous Designers
<ul style="list-style-type: none"> Use food labels to help choose the most healthy or appropriate ingredients and foods. Use my understanding of healthy eating, hygiene and food safety to make my own menu. Understand some of the ethical issues and social influences on the foods we choose to eat. finely grate hard foods (zesting, parmesan) confidently both claw and bridge grip to cut the same food using a serrated vegetable knife. confidently peel Confidently use a microwave With supervision use a food processor or electric blender to mash, blend puree hard ingredients. Join and combine ingredients appropriately. Use hobs/oven to heat food, developing independence with this as appropriate. 			
Vocabulary	<p>Finely grate Food labels Food processor Market research</p>		