

Year 6  
Autumn Term 1



### Geography

**Intent:** To compare a village (Lanivet) to a city (Truro) in Cornwall

**Implementation:**

To locate Lanivet and Truro and describe their geographic features.

To understand the types of settlement in Lanivet and Truro.

To examine land use patterns in Lanivet and Truro.

To explore economic activities in Lanivet and Truro.

To analyse transport systems and conduct a traffic survey in Lanivet and Truro.

To present findings on the differences between Lanivet and Truro. (Show What you know)

**Impact:** Children can identify the similarities and differences between a village (rural) and a city (urban) using human and physical geographical terminology

### Science

**Intent:** To explore how light travels and how we are able to see

**Implementation:**

To research the scientist Patricia Bath (R)

To identify that light travels in straight lines and enters our eyes, enabling us to see objects. (IGC)

To observe and recognise that light is reflected from surfaces and that the angle of incidence equals the angle of reflection (IGC)

To understand that light changes direction when it passes through different materials. (CTF)

To explore how white light can be split into colours (spectrum). (PRS)

To investigate and explain how shadows lengths are affected (PS)

**Impact:** Children will understand how light travels in straight lines and we see objects as light is reflected from them. They can explain the formation of shadows.

### Computing

**Intent:** To explore the importance of a data packet, explain what it includes and how to communicate effectively

**Implementation:**

To explain the importance of internet addresses by understanding IP address, DNS and agreed protocols

To recognise how data is transferred across the internet in a 'packet' by transferring and image.

To explain how sharing information online can help people to work together when they are not in the same room.

To evaluate different ways of working together online through reusing and modifying work done by somebody else.

To recognise how we communicate using technology.

To evaluate different methods of online communication.

**Impact:** Children will understand how a data pack works and how we can work online effectively to achieve a goal.

### RE

**Intent:** CREATION/FALL: Creation and science, conflicting or complimentary? (Unit 34)

**Implementation:**

To investigate can we find out about the creation story in Genesis 1?

To analyse what many Christians might see as important in Genesis 1?

To explore the relationships that scientists have with religious worldviews.

To investigate how and why do some Christians see both science and religion as important.

To explore different Christian views about the relationship between science and religion.

To debate science and religion: conflicting or complementary?

**Impact:** Children will have an understanding of the conflict people have with science and religious beliefs

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### PE

**Intent-** to develop their cognitive skills along with coordination and agility skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in netball.

#### Implementation- Physical Education

**Warm up:** Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage:

#### All Change and Game Masters

**Funs Skills:** Our sequence of 6 depends on the control, confidence and competency of the individual's ability to perform the skill.

**Funs:** Coordination – Ball Skills 9 and Agility – Reaction and response. 12 aiming for blue.

**Cog:** For 6 weeks we are working on our Personal skills

**Implementation:** Netball

-Perform a variety of passes within a game with precision and control

-Perform correct footwork in a game (stride stop with a pivot)

-Perform correct footwork in a game (jump stop with a pivot)

-Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation

- Use a selection of straight and across passes to change the direction of the ball.

- To defend a player successfully during a game to intercept the ball and make a turnover.

- Shoot into a goal and attempt to get the rebound if missed

- Rotate into different positions on the court

- Communication for passing and receiving non-verbal.

**Composite Outcome:** To play a full game of high 5 netball

**Impact:** Children will have clear idea of how to develop their own and others' work and recognise and suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents  
Netball—children can use a range of throwing skills, sequence of movements and linked actions when playing netball.

### PSHE

**Intent:** to understand how to help someone in need, celebrate our ourselves, the benefits of being organised.

#### Implementation:

To identify when a casualty may require an assessment and possible life support.

To have an understanding of the most common injuries and conditions affecting children which may lead to the provision of first aid.

To Learn what is meant by self-perception, why self-perception is so important how it can affect us;

To know why it is important to accept ourselves for who we are.

To explore the benefits of having an organise life and think about ways we can organise our lives.

To research forgotten women in history and their importance in society.

To know the issues of global warming and what we can do to prevent further irreparable damage

**Impact:** children will have a basic understanding of first aid, celebrating ourselves, how to be organised and global warming.

### Music

**Intent:** to listen and appraise, songs from pop genre. To improvise, compose and perform expressively with accuracy and fluency using voice and instruments

#### Implementation:

To critically evaluate the song 'Happy' using musical vocabulary

To read simple vocal lines where notation is provided

To master part-singing and harmonies including backing vocals with confidence

To plan and refine short rhythmic patterns inspired by 'Happy' and notate them

To explore ensemble work and write the notation for their piece of work

To perform as an ensemble ensuring correct stage presence

#### Impact:

Children can perform a pop song as an ensemble using harmonies and rhythmic patterns

### Art

**Intent:** to develop their drawing skills using mark making, atmospheric perspective and proportional form

#### Implementation:

To Investigate influences on an artist's (LS Lowry) work.

To develop drawing skills focusing on mark making in the style of Lowry

To develop drawing skills focusing on atmospheric perspective and proportional form

To plan and design final drawing to express a concept

To create their final drawing to communicate emotion, narrative or concept

To evaluate their final drawing, reflecting on personal artistic development

#### Impact:

Children use developed drawing skills: mark making and atmospheric perspective, to create an urban scene of Truro