



Kingsley CP Curriculum Overview

Year 6 Spring 1

Science:

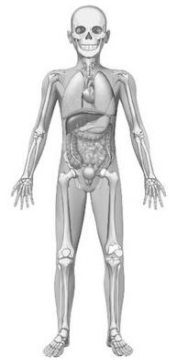
In Science, we will be learning about 'Animals including Humans'. We will build on prior learning about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help to understand how the circulatory system enables the body to function. Additionally, we will learn how to keep our bodies healthy and how they could be damaged - including how some drugs and other substances can be harmful to the human body. We will explore research and relationships between diet, exercise, drugs, lifestyle and health.

Key knowledge:

- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions
- I can describe the ways in which nutrients and water are transported within animals, including humans

Key vocabulary:

heart
lungs
veins
vessels
oxygenated
deoxygenated
circulatory
nutrients



Art and Design

In Art and Design, we will be focusing on the technique of 'Sculpture'; children will be designing and creating a sculpture of themselves. This will have a base for its foundation and be created from an armature (framework). They will explore the work of Alberto Giacometti and Edgar Degas for ideas and inspiration.

Key vocabulary:

assemble
armature
technique
foundation
pinch, slab, coil
glaze, paint, polish
media
form
carve
sculpture



Key knowledge:

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Work around armatures or over constructed foundations.
- Confidently carve a simple form.
- Solve problems as they occur.
- Use the sketch book to plan how to join parts of the sculpture.

Geography:

In Geography, we will be continuing our work on the continent of South America, with a focus on Brazil. We will be studying the physical and geographical features of Brazil as a country and South America as a continent. Using this, we will make comparisons with our localities and nearest cities.

Key vocabulary

physical features

human features

climate

continent

atlas

locate

Equator

favela

Tropics of Cancer and Capricorn

similarities and differences



Key knowledge:

- I can compare the UK and a European country with a country within South America.
- I can identify the characteristics of key countries and major cities (human and physical geographical features).
- I can locate the Tropics of Cancer and Capricorn.
- I can use an Atlas to locate key cities and countries within South America.

Religious Education

In Religious Education, we will be exploring the question, 'What does it mean to belong in a religiously diverse world?' We will mainly be focusing on the idea of 'Humanism' and how it is a path that many people choose to follow. Additionally, we will discuss how people's different faiths can influence community cohesion, including the diverse views and beliefs of individuals.

Key knowledge:

- I can explain how Humanists believe they can be happy.
- I can identify the happy human symbol.
- I can describe how Humanists celebrate in their lives.
- I can explain how Humanists lifestyle plays a role in modern society.
- I can develop insight and start to analyse the impact of diversity within a community.
- I can discuss issues about community cohesion and demonstrate understanding of different views.

Key vocabulary

Humanism

symbols

society

community

diversity

moral



Computing

In Computing, we will be beginning our Year 6 work on 'coding'. Our focus will be on using the program, 'Scratch', to explore maths and following instructions patterns and sequences with shape and number. Children will be following a series of programming instructions to solve a range of mathematical questions and investigations.

Key knowledge:

- I can create animations in 'Scratch'.
- I can code and program a series of instructions.
- I can follow instructions in an interactive game.
- I can use technology safely, respectfully, and responsibly.

Key vocabulary

programming
coding
debugging
save
retrieve
network
device
security
download



Physical Education

In Physical Education, during our indoor sessions we will be focusing on gymnastics. During outdoor PE, we will be developing our team game skills through tag rugby. There is a real focus on developing generic skills, such as strength, control, and flexibility, which are transferable across many sporting activities. Gymnastics will include developing balance and control, focusing on movements in isolation, before building

Key vocabulary

flexibility
control
strength
balance
tackle
resilience
perseverance
pass
co-ordination
communication



Key knowledge:

- I can use running, throwing, and catching in isolation and in combination (during game-based scenarios).
- I can participate in competitive games and apply basic principles for attacking and defending.
- I can develop my strength, technique, and control.
- I can develop and refine flexibility,
- I can improve my control and balance.

MFL

In MFL, we will be kickstarting our new topic with a 'New Year's Rap', which will involve listening, understanding and then having a go at performing. Following this, the focus is learning vocabulary for different sports (including some traditional French activities) and being able to share thoughts and opinions about different ones.

Key knowledge:

- I can recall numbers to 31.
- I can recognize months of the year.
- I can use adjectives to help with my opinions.
- I can share verbal and short written opinions about a sport.
- I can identify nouns and verbs.



Key vocabulary

J'aime - I like
Je n'aime pas - I dislike
J'adore - I love
le foot - football
la natation - swimming
le cyclisme - cycling
le rugby - rugby
le basket - basketball
le tennis - tennis
jouer - to play
rapide - fast
ennuyeux - boring
excitant - exciting

Music

In Music, we will be focusing on singing. Our theme will be, 'A New Year Carol'. Through this, we will be exploring classical music styles, particularly focusing on the composer Benjamin Britten, who was a modern, British composer. Children will be learning about different versions of his song, such as classical and Urban Gospel.

Key vocabulary

style indicators
melody
compose and improvise
pulse
rhythm
pitch
tempo
dynamics
timbre
texture
dimensions of music

Key knowledge:

- I can identify instruments used within a piece of music.
- I can describe and replicate the pulse.
- I can sing in unison.
- I can listen to and follow musical instructions from a leader or simple notation.
- I can explain the musical dimensions.
- I can identify the mood of a piece of music.



