



Music:

- Happy—Pharrell Williams
- You've got a friend

RE:

- Life as a journey—Is everyone's journey the same?
- Advent—How do Christians prepare for Christmas?

PE:

Fitness—invasion games, Yoga, gymnastics and swimming

- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best..

History:

CRIME AND PUNISHMENT

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- address and devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

French: - What's the time?

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or

PSHE:

- Identified strengths and setting goals
- Internet safety
- Race and Ethnicity
- Gender stereotypes
- Culture

Computing: Programming

- record in some detail the steps (the algorithm) required to achieve an outcome and refer to this when programming
- predict the outputs for the steps in an algorithm
- increase confidence in the process to plan, program, test and review a program
- write a program which follows an algorithm to solve a problem for a floor robot or other model
- write a program which follows an algorithm to achieve a planned outcome for appropriate programming software
- group commands as a procedure to achieve a specific outcome within a program
- control on screen mimics and physical devices using one or more input and predict

Science:

LIGHT

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Crime and Punishment

Does the punishment always fit the crime?

Term 1

Art: Graffiti—Banksy

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing and painting
- about great artists, architects and designers in history.

English:

- Key genres: Explanation text, letter, non-chronological report, sports commentary, creative writing
- Key texts: Holes, The Highwayman, High diving Giraffes, The mysteries of Harris Burdick

DT: Food— Celebrating cultures and seasonality

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- That recipes can be adapted to change the appearance, taste, texture and aroma.
- That different food and drink contain different substances, nutrients, water and fibre

How can I explore this at home?

Books:

- The Secret Diary of Kitty Cask, Smuggler's Daughter By Philip Ardagh & Jamie Littler
- The Good Thieves By Katherine Rundell
- Treason By Berlie Doherty
- Gangster School By Kate Wiseman
- A Photographic View of Crime and Punishment (Past in Pictures) By Alex Wolfe
- High Rise Mystery By Sharna Jackson

Websites:

- <https://www.curriculumvisions.com>

(username: highhesket/0001 password: jungle)

- <https://www.bbc.co.uk/bitesize/topics/z8w3n9q>
- <https://royalarmouries.org/learning-resources/crime-and-punishment/>
- https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history_/crime_and_punishment/crime_and_punishment.html

Visits:

- The Edinburgh Dungeons <https://www.thedungeons.com/edinburgh/>

**Crime and
Punishment**

**Does the punishment
always fit the crime?**

Term 1



Year 6

Science:

ELECTRICITY

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

CIRCULATORY SYSTEM

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within

PE:

Netball, Outdoor and adventurous activities, dance and CUFC—football

- Develop flexibility, strength, technique, control and balance.
- Pass, receive and shoot the ball with increasing control under pressure.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best..

Music:

Storm and Music and Me

- Listen to and appraise the music of a range of musicians
- Practise and rehearse rhythms
- Create musical pieces using percussion and tuned instruments.

History:

MAYANS

- A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900
- develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- address and devise historically valid questions about change, cause, similarity and difference, and significance.

PSHE:

- Physical illness and immunisation
- Marriage
- Healthy minds and mental wellbeing
- Support and care

Mayans
Can we answer the riddle
of why the Mayan Civilisation
ended so abruptly?
Term 2

Geography CASE STUDY— Mexico

- What are the similarities and differences between our location and Mexico?

Art: Sea Storms—Sculpture

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques including clay and sculpture (clay hearts)
- about great artists, architects and designers in history.

English:

Key genres: Newspaper, character descriptions, debate, information text, poetry

Key texts: The Final Year, The Ridge, The Tempest, Non-fiction texts, myths

RE:

- The Eucharist—Why do Christians celebrate the Eucharist?
- Jesus—Who was Jesus? Who is Jesus?

DT:

Electrical systems—Simple circuits inc a switch

- Use different types of circuit in product.
- Think of ways in which adding a circuit would improve product.
- Program a computer to monitor changes in environment and control product

Computing:

- Webpage creation
- 3D models

French: Holidays and hobbies

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or

How can I explore this at home?

Books:

- Middleworld (Jaguar Stones) By J & P Voelkel
- The Curse of the Maya By Johnny Pearce and Andy Loneragan
- The Chocolate Tree: A Mayan Folktale By Linda Lowery & Janice Lee Porter.
- The History Detective Investigates: Mayan Civilization By Clare Hibbert
- The Maya and Chichén Itzá (Time Travel Guides) By Ben Hubbard

Websites:

- <https://www.curriculumvisions.com>
(username: highhesket/0001 password: jungle)
- <https://www.britannica.com/topic/Maya-people>
- <https://www.dkfindout.com/uk/history/mayans/>

Visits:

- <https://www.liverpoolmuseums.org.uk/news/press-releases/majesty-of-ancient-maya>
- <https://www.britishmuseum.org/projects/preserving-maya-heritage>

Mayans

Can we answer the riddle
of why the Mayan Civilisation
ended so abruptly?



Year 6

Science:

CLASSIFICATION

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

EVOLUTION & INHERITANCE

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Music:

Summer Performance

- sing in tune
- sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch
- perform with accuracy and expression, showing an understanding of the context of the music

PE:

Tennis, fitness related exercise, athletics and rounders

- Use a wider range of skills in a game situation.
- Play cooperatively with a partner / in a team.
- Demonstrate good decision making when making shots within a game.

RE

- Ascension and Pentecost—What is the importance to Christians?
- People and faith—how does having faith affect people's lives?

Geography:

The Lake District is a distinctive place—why?

- Physical geography, including: mountains

MAP WORK

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch

English:

Key genres: Biography, High Heskett Herald, newspaper, diary, play script, Lakeland poets

Key texts: Wonder, The Lego Story and Poetry

Mountains and moving on

The Lake District is a distinctive place. Why?

Term 3

PSHE:

- Budgeting
- Consumer sense
- Generating income

Art and DT:

Pop art—Andy Warhol, Lichtenstein, Julian Cope

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.
- Printing memories bags or t-shirts

Computing:

- Understand, use and create spreadsheets
- An introduction to computer science—Code Combat

DT:

Computer Aided Design

- Use Think about user's wants/needs and aesthetics when choosing textiles.
- Make product attractive and strong.
- Make a prototype.
- Think about how product might be sold.
- Think carefully about what would improve product.

French: - Where in the World?

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

How can I explore this at home?

Books:

- Highest Mountain, Deepest Ocean By Kate Baker & Page Tsou
- World Feature Focus: Mountains By Rebecca Kahn
- King of the Cloud Forests By Michael Morpugo
- Swallows and Amazons By Arthur Ransom
- Peter Rabbit By Beatrix Potter
- Auggie and Me By R.J. Palacio

Websites:

- <https://www.curriculumvisions.com>
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- <https://www.lakedistrict.gov.uk/>
- <https://www.nationalparks.uk/park/lake-district/>
- <https://www.britannica.com/place/Lake-District-region-and-national-park-England>

Visits:

- <https://www.nationaltrust.org.uk/borrowdale-and-derwent-water>
- <https://keswick-launch.co.uk/>
- <https://www.forestryengland.uk/whinlatter>

Mountains and moving on

The Lake District is a
distinctive place. Why?