


<p>Are you ready for a summer of sport?</p>	<p>Derry Hill C of E Primary School</p>	<p>Year 6: Term 5 and 6: Summer 2024</p>	
National Curriculum Subject	Key Vocabulary	Key skills and knowledge	Learning intention and implementation
<p>Geography: Key Question: Are you ready for a summer of sport?</p> 	<p>Human features Physical features Map Atlas Globe Countries Europe France United Kingdom Location Latitude Longitude North/South Hemisphere</p>	<p>Skills:</p> <ul style="list-style-type: none"> Identify geographical similarities and differences Identify the difference between human and physical features Locate countries using maps Identify key physical and human characteristics Use maps, atlases and globes to locate countries and describe the features studied <p>Knowledge:</p> <ul style="list-style-type: none"> Locate the countries of Europe(in particular France) Understand that there are different environmental regions of France and compare these to the United Kingdom Compare and contrast major cities in France and the United Kingdom 	<p>LI: To identify and explore countries in Europe</p> <p>Lesson 1: Take a tour of Europe. Revisit previous learning in WW2 and locate countries on a map of Europe. Children choose a country to research and compare it with the UK, looking at human and physical features</p> <p>LI: To identify the location of countries in Europe, including France</p> <p>Lesson 2: Identify a range of countries on a global scale and then narrow this down to the continent of Europe. Recap the terms 'human' and 'physical' and identify some of these on a map of France</p> <p>LI: To understand the similarities and differences of life in France and the UK</p> <p>Lesson 3: Look at a range of subjects/categories in France such as daily life, food and drink etc. Compare these subjects to British life.</p>

			<p>Compare and contrast British and French schools and their routines</p> <p>LI: To compare the human and physical geography of Paris and a city in the UK</p> <p>Lesson 4: Locate Paris on a map of France and then locate Sheffield in the UK. Watch some videos on the 2 cities and children make notes. Look at the physical features of both such as trees, river and hills and then the human features such as population and jobs</p> <p>LI: To compare the human and physical geography of Paris and a city in the UK</p> <p>Lesson 5: Recap the work done in the previous lesson. Continue researching the similarities and differences between Sheffield and Paris. Children to create information leaflets/fact files that show human and physical features</p>
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Science Animals including humans



Circulatory system
Heart
Blood vessels
Nutrients
Water
Transportation
Diet
Exercise
Drugs
Alcohol
Chambers
Atrium
Ventricles
Veins
Arteries
Oxygen

Skills

- Make predictions based on scientific evidence
- Suggest methods of testing including fair tests and how to collect evidence
- Make a variety of relevant observations and measurements using simple apparatus appropriately
- Select information from a range of sources

Knowledge

- 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 animals, including humans.

LI: To identify and name the main parts of the circulatory system

Lesson 1:

Look at which parts of the body are involved in the circulatory system. Children draw a diagram of what they think the circulatory system looks like. Show a diagram of the circulatory system and children compare. Watch a video looking at its importance

LI: To describe the function of the heart, blood and blood vessels

Lesson 2:

Look at a diagram of the heart and discuss whether it is actually red and blue. What do these colours represent? Compare a picture of a real heart with the diagram. Watch a video explaining how the heart works and the children then write and draw their own explanations

LI: To describe how water and nutrients are transported around the body

Lesson 3:

Recap on how the digestive system works. Discuss what nutrients are and how they can be transported through the body. Use skittles and gummy worms to demonstrate the transportation of nutrients and water.

LI: Understand how diet and exercise impact the way our bodies function

Lesson 4:

			<p>Look at a selection of different foods and discuss their impact on the body (recap on food groups from year 3). Look at different forms of exercise and discuss the importance of this on the body</p> <p>LI: To plan a scientific enquiry</p> <p>Lesson 5 and 6: Children plan a clear investigation linked to exercise e.g. how does the heart rate change when completing different activities. Children recap how to plan a scientific enquiry, looking at predictions and how to make it a fair test. Children to carry out their investigations and draw conclusions</p> <p>LI: To explain the impact of drugs and alcohol on the body</p> <p>Lesson 7: Discuss what drugs are and how these can be good and bad. Look at how different drugs can have positive and negative impacts on the body. Look at the impacts of alcohol on the body</p>
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DT

Creating flags and stories linked Derry Hill



Sustainable
Sustainability
Features
Design
Plan
Make
Evaluate
Evaluate
Product
Materials

Skills:

- Identify features of design that will appeal to the intended user
- Create own design criteria and specification
- Come up with innovative design ideas.
- Clearly explain how parts of design will work, and how they are fit for purpose
- Produce suitable lists of tools, equipment, materials needed, considering constraints
- Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics
- Create, follow, and adapt detailed step-by-step plans
- evaluate quality of design while designing and making
- evaluate ideas and finished product against specification, considering purpose and appearance

Knowledge:

- Select materials carefully, considering intended use of the product, the aesthetics and functionality.
- Explain how product meets design criteria

LI: To explore and develop a range of ideas

Lesson 1:

Discuss how stories have been represented in textiles, e.g. the Bayeux Tapestry. Ask the children to describe the subject, content and features of the work. Help them to work out how the textile pieces were made and how visual and tactile qualities have been used.

LI: To explore and develop a range of ideas

Lesson 2:

Look at other examples of how stories have been represented visually, e.g. Egyptian tomb paintings, Greek vases, Chinese ceramics, cartoon strips. Look at illustrations in a favourite book. Analyse how the illustrator has ordered and sequenced the images in relation to the story.


LI: To explore our own Derry Hill Stories

Lesson 3. Recap learning and ask children to explore their Derry Hill story – identifying the main events of their time. Children to select 3 or 4 events which they feel represent their time and draw these into their DT books

LI: To experiment with joining textiles, looking at a range of different stitches

Lesson 4:

Children to practise a range of techniques for combining fabrics (felt to cotton). They will experiment with different stitches including, running stitch

			<p>LI: To combine textiles and stitches to complete our fabric 'Derry Hill Stories'</p> <p>Lesson 5 and 6: Children to use these two lessons to work on their finished project. The children revisit the work they have done over the last few weeks and combine this knowledge to produce a piece of textiles that represents their time at Derry Hill School</p> <p>LI: to evaluate our finished products</p> <p>Lesson 7: Children to look back at the work they have produced over the last few weeks and comment on the successes, how it fits the design brief and what they would do differently next time</p>
<p>Music</p> 	<p>Appraise Listen to Compose Percussion Rhyming Rhyming couplets Structure Dynamics Lyrics Notation Respond</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features. • Constructively critique their own and others' work, using musical vocabulary. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<p>During this term we will spend each of our music lessons learning and performing the songs for the end of year production.</p>

Computing



Data Detectives

Machine Learning and Artificial Intelligence

Excel
spreadsheet
filters
formatting
data
artificial intelligence
facial recognition
software
robot
trustworthy
dangers

Skills/Knowledge (Data Detectives)

- Analyse and evaluate data on a spreadsheet.
- Present data clearly on a spreadsheet.
- Use comprehension skills to find clues that match column headings on a spreadsheet.
- Use spreadsheet tools (filters and conditional formatting) to find and eliminate specific data on a spreadsheet.

Skills/Knowledge (Machine Learning and AI)

- Understand how computers use information to learn by solving new problems and following new instructions.
- Understand and use examples of machine learning
- Understand how artificial intelligence is used to perform tasks often only performed by humans.
- Discuss and show awareness of the potential dangers of AI.

LI: To follow instructions and use filters and formatting to find and eliminate data on a spreadsheet to solve a crime case study.

Lesson 1:

Children watch a video and are reminded how to use filtering tools on Excel. They use tools to work through case study 1 and solve the crime.

LI: To use filters and formatting to find and eliminate data on a spreadsheet to solve a crime case study.

Lesson 2:

Re-cap how to use the filters and formatting on Excel in response to case study information and follow the steps to solve case studies 2 and 3 independently.

LI: To provide a set of instructions on how to use filters and formatting to find and eliminate data on a spreadsheet to solve a crime case study.

Lesson 3:

Discuss what makes an effective set of instructions and how these would best be laid out (type of document / layout?). Work in pairs to work out and write a set of instructions explaining how to use tools on Excel to solve crime number 4.

LI: To understand what machine learning and artificial intelligence are and collect examples of this in everyday life.

Lesson 4:

Watch introductory video to machine learning and AI. Discuss different examples

			<p>that they have heard of / used in real life and how these help / what the problems are. Create a poster showing what AI and Machine Learning are.</p> <p>LI: To use examples of machine learning and identify how machines increase their knowledge and power.</p> <p>Lesson 5: Children try out 2 or 3 different activities where machines complete their actions, or where their answers feed into machine databases. They discuss how AI becomes more powerful over time and how machines learn.</p> <p>Lesson 6: Children try out a voice to text speech maker and discuss the advantages and disadvantages of using this to provide voice-overs for different products.</p> <p>LI: To identify potential dangers with artificial intelligence and discuss how this might develop in the future. Children watch a video discussing possible dangers around AI and discuss their views. They create a Power Point showing these dangers and identifying ways that AI might develop in the future.</p>
RE	<p>Muhammad</p> <p>The Qu'ran</p> <p>Five Pillars</p> <p>Akhirah (life after death)</p> <p>Heaven</p> <p>motivation</p> <p>rewards</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • I know that Muslims believe in life after death and can start to explain how this links to how they choose to behave. • I can say what Muslims understand by 'Akhirah'. 	<p>LI: I can explore what people believe is meant by 'living a good life' and how we think this can be achieved.</p> <p>Lesson 1: Children use graffiti walls to share ideas about things that are right or wrong. They explore how ideas of Heaven and Hell are</p>

آخِرَة Aakhirah

Islam Focus Commitment and Akhirah Does Muslim's belief in life after death help them lead good lives?

consequences
forgiveness
choices
Ramadam
Pilgrimage – Hajj
Jihad
Eight gates
Stereotyping
interpretation

- I can explain how Muslims try to lead lives that are respectful to God and why this is important to them.
- I can explain some things that Muslims believe are good or evil and why this is.
- I can explain what is meant by stereotyping and describe some ways that Muslim people might be stereotyped.
- I can explain two different Muslim interpretations of jihad.

Skills:

- I can identify why living a good life might be a good idea and discuss how people might do this.
- I can recognise what motivates me to live a good life and compare this to what motivates Muslims.
- I can start to ask questions about why different Muslims have different beliefs but the same religion.
- I can start to express my own opinion on how Jihad is interpreted by some Muslims.
- I can explore my own and other people's attitudes towards Muslims and start to challenge stereotyping.

connected to this and whether rewards / consequences can encourage people to live good lives.

LI: I can explain how Muslims try to live lives that are respectful to God.

Lesson 2:

Watch videos recapping the basic beliefs of Islam and who Muhammad was. Share ideas about how Muslims put other people and God first, then compare ideas with information from The Qu'ran.

Lesson 3:

Explore the Muslim belief in Akhirah (Heaven) and why this motivates them to live a good life. Research Muslim attitudes towards clothes, families, marriage, older people and education and share with each other.

LI: I can evaluate how much the belief in Akhirah influences Muslim's lives.

Lesson 4.

Use a goldfish bowl discussion activity to debate how much the belief in Akhirah influences Muslims' behaviours. Complete a balance scale to show what their opinion is and write an argument for this side.

LI: I can show what Heaven means to me.

Lesson 5.

Discuss and create a poem or piece of artwork to show what Heaven means to you, or what it means to a Muslim.

LI: I can explore the Muslim interpretation of Jihad.

Lesson 6.

			<p>Consider scenarios where things are not always as clear as they first seem and discuss views. Explore whether we think doing bad things for a good reason can ever be ok.</p> <p>Lesson 7: Look at some stereotypical images of Muslims and discuss where these have come from. Challenge this thinking and watch video showing how most Muslims want to live peaceful lives and how they feel about terrorism.</p>
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