

## Personal, Social and Emotional Development- RE

- ✎ We will be learning about Eucharist. Key questions will include why Christians celebrate eucharist and how they do this. Children will also investigate their own questions about eucharist and compare this to other celebrations from other faiths.

## Expressive Arts and Design- Art

- ✎ As Artists we will develop our skills through the study of lines and patterns. We will create and develop lines and patterns in order to create texture in our artwork.
- ✎ We will be looking at the art of Zentangle and creating our zentangle artwork using lines and patterns. In line with our topic we will also be looking at the Bayeaux tapestry and creating our own 'tapestry' artwork based on the timeline of our lives.

## Literacy, communication and language- Computing

- ✎ As Technicians, we will develop our programming skills through using Scratch. We will learn the basic programming commands and build upon this to create complex games. We will then begin to design our own games and apps using this software. We will also be learning about how to stay safe when using computers, with a focus on the internet and social networking



# Year 6

## Heroes and Villains



**Stimulus:** Various comics, annuals and superhero Marvel short stories, Beowulf, Macbeth  
**Visit/Visitors:** Local Heroes (NHS, Police etc)  
**End of Unit Celebration:** Display work for Parents

## Local/National/Global Links:

**Local:** Writing recipes/instructions linked to the food created in DT lessons.

**National:** Food which has been produced locally- Testing session

**Global:** Discussion of fair trade and food produced in different areas of the UK

## Understanding the World- Science

- ✎ As Scientists we will develop our skills through looking at the human body. We will identify ways to stay healthy and investigate how the heart and lungs work. We will learn about the 'heroic' things our body can do to keep us fit and healthy and how we can help it to stay that way.
- ✎ 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.

## Understanding the World- History

- ✎ As Historians, we will develop our skills through learning about The Norman Invasion. We will demonstrate a secure chronological knowledge through identifying where The Normans fit into our countries history.
- ✎ We will also create a chronological timeline of The Norman Invasion. We will learn methods of historical enquiry and apply these when looking at sources to investigate what happened in The Norman Invasion. We will gain an understanding of how knowledge about the past is gained from a range of historical sources.

## Physical Development- PE

- ✎ As Athletes, in PE we will be enrolling in 'Superhero Academy'. This will involve basic circuit training to build upon a range of basic skills, including throwing, catching and running.
- ✎ The children will learn how to set up, use and put away a variety of PE equipment safely.
- ✎ They will also be learning some basic Zumba moves and creating their own Zumba routines, with a view to teaching Key Stage 1 children the routines.

## Expressive Arts and Design- Music

- ✎ As musicians, we will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ready for young voices in February

✎ Please see links to National Curriculum Maths

✎ Please see links to National Curriculum English.

## **Skerton St Luke's – Curriculum Teams 2018/2019**



### **Understanding The World**

- History, Geography and Science

**Teacher/s:** Mrs Billington, Mrs Patterson and Mrs Heywood

**Teaching Assistant:** Miss Dunkeld and Miss Grime

**Governor:** Sandra Thornberry



### **Literacy, communication and language**

- English, French and Computing

**Teacher/s:** Mrs Goodwin, Miss Garnett and Ms Leong

**Teaching Assistant:** Miss Cokell

**Governor:** Kath Foster



### **Physical Development**

- Physical Education

**Teacher/s:** Miss Garnett

**HLTA/Teaching Assistant:** Miss Baldock, Mr Parkinson

**Governor:** Steve Hunt



### **Expressive Arts and Design**

- Art, Design Technology and Music

**Teacher/s:** Ms Leong, Miss Butler and Miss Thompson

**Teaching Assistant:** Mrs Pace and Ms Mullineux

**Governor:** Helen Smith



### **Personal, Social and Emotional Development**

- PSHE, P4C and RE

**Teacher/s:** Mrs Patterson, Mrs Billington and Miss Butler

**Teaching Assistant:** Miss Stephenson and Miss Lund

**Governor:** Maxine Kneeshaw



### **Inclusion**

- SEN, AGT, PPG and Pupil Progress

**Teacher/s:** Mrs Armistead, Miss Thompson, Mrs Walling-Lewis and Mrs Stephenson

**Teaching Assistant:** Mrs Holroyd

**Governor:** Lucy Ellis



### **Mathematics**

- Maths

**Teacher/s:** Mrs Patterson

**Teaching Assistant:** Mrs Plevy

**Governor:** Marcus Harding