

### **Personal, social and emotional- RE**

- To describe/explain what people mean by resurrection.
  - To explain how resurrection is significant within the Easter story and how this is expressed through art.
  - To evaluate, by explaining, value of people's interpretations of resurrection
4. They can express a personal response to

### **Literacy- Computing**

- Understand how search engines work and know that there are different search engines; some to search within sites, and some to search the wider Internet.
- Understand what 'ranking' is when related to search engines.
- Understand the importance of keywords and 'linked' pages in the listing/ranking of websites by search engines.
- Understand the difference between the internet and the World Wide Web.
- Understand that the Internet provides many different services.
- Know about the key components of a network and how networks work.
- Understand what an IP (Internet Protocol) address is.

### **Expressive Arts and Design- Art**

- Key Skill: Mastery of water colour painting
- Use fabrics to create 3D structures.
- To improve their mastery of art and design techniques, including painting



## **Year 6 Super Sleuth**



### **Stimulus:**

Foul Play by Tom Palmer.  
Whodunit? Detective Stories Chosen by Philip Pullman. Adventure Island: The Mystery of the Whistling Caves by Helen Moss (series of titles).

### **Local/National/Global Links:**

**Local:** Link with St Luke's Church regarding confirmation and Eucharist

**National:** The impact of the Anglo-Saxons and Scots

**Global:** 20<sup>th</sup> Century Icons and the impact on the World and us now.

### **Understanding the world – Science**

- 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.
- Living things can be grouped into micro-organisms, plants and animals.
- Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.
- Invertebrates can be grouped as snails and slugs, worms, spiders and insects.
- Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).

Please see links to National Curriculum Maths

### **Understanding the world – History**

- Begin to recognise why some events, people and changes might be judged as more historically significant than others. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.

### **Physical Development- PE**

- Focus on developing quality of travelling actions both on feet and hands and feet.
- Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.
- Perform movements that are mirrored and/or matched Counter balance with a partner develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Expressive Arts and Design-Music**

- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.

Please see links to National Curriculum English