




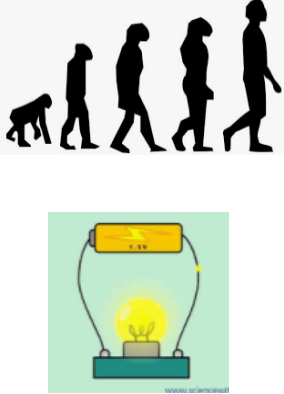











Our Changing World



Y6 Main Overview (Summary of Topic/Key Information)

This term, Pine Class will be learning about **Our Changing World**. During this topic, we will be studying how our world has changed over time and what has contributed to these changes. We hope this topic will enthuse you and give you a better understanding of how our world has changed, continues to change, what it may possibly look like in the future and what role you could play to make a positive change and preserve it for generations to come.

<p>Key Facts</p> 	<p>Our world has experienced physical, economic, environmental, social and political changes over time. There are many physical changes that have affected our planet earth since 1800 and there are physical changes that are predicted to occur by 2050. Human activity has also changed and continues to change the Earth. Borders around our world have changed and continue to change due to numerous factors. Coastlines seen today are not what they were many years ago due to coastal erosion and deposition. UK is home to some famous coasts.</p>	
<p>Key Questions</p> 	<p>Can you name and locate the 7 continents of the world? Where in the world is the United Kingdom, and England? How has the structure of the world changed over time? What has contributed to these changes? In what ways have human beings played a part in these changes? What can human beings do to make a better change? What further changes may occur again to our world in years to come?</p>	
<p>Subject</p>	<p>Key Skills Covered</p>	<p>Key Vocabulary</p>
<p>Geography</p> 	<p>In this unit, we will discover some of the many ways in which the world around us has changed and continues to change. From coastal erosion to political changes, there are many factors at work. We will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, we will explore how landscapes change and have the opportunity to predict the future and look at what might change again in our lifetimes.</p>	
<p>Science</p> 	<p>During the second part of the term, we will learn about Living Things and Their Habitats. We will learn how to classify animals, plants and micro-organisms based on their similarities and differences. We will use our nature area to practise our skills by classifying the plants and animals in our environment.</p> <p>In this unit, we will learn about Electricity. We will be representing circuits using symbols in a diagram. We will also learn about how ideas of electricity have changed throughout history. We will get the opportunity to plan and conduct our own investigations as to look at how varying the components within a circuit effect its efficiency.</p>	
<p>DT</p> 	<p>For this unit, we will plan and prepare food for a Good Mood Party. We will learn and apply the principles of a healthy and varied diet. We will prepare and cook a variety of savoury dishes using a range of cooking techniques. We will understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	
<p>Art</p> 	<p>In this unit, we will study water paintings by varied artists including Claude Monet and Vincent Van Gogh. We will develop our own waterscape paintings using different media, materials and techniques including mixing appropriate colours inspired by these artists.</p>	

<p>Music</p> 	<p>We will be creating our own compositions, and our social question will be 'How Does Music Improve Our World?'. We will learn to sing some new songs.</p> <p>In the second term, we will be exploring how musical styles connect us, and our social question will be, 'How Does Music Teach Us About Our Community?'. We will continue to learn different songs.</p>	<p>melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, hook, riff,</p>
<p>PE</p> 	<p>For indoor PE, we will be collaborating in groups to create a dance using the theme 'Stomp'. Within our dance, we will include space, relationship and dynamic elements throughout our performance.</p> <p>We will also complete a gymnastics routine as a group, using a range of skills including flexibility, strength, and technique.</p> <p>For outdoor PE, we will be developing our basketball skills. We will be learning how to dribble, stop and pass and protect or defend the ball.</p> <p>We will also continue to develop our athletics skills through learning speed and how to control our movements.</p>	<p>rehearse, evaluate, space Transition, expression, formations, musicality, contact evaluate, counter tension, counterbalance, cat leap, precision, courage, tension, momentum, formation, weave, agility, gladiators, contestants, case line, accuracy, evaluate, referee, travelling, long distance, compete, sprint start, stride, gracious, leader</p>
<p>Computing</p> 	<p>In this unit, we will revisit Online Safety. We will recap using technology safely, respectfully and responsibly. We will explore how data is transferred over the internet, initially focusing on addressing, before moving on to the makeup and structure of data packets. We will then look at how the internet facilitates online communication and collaboration; how we can complete shared projects online; and evaluate different methods of communication. Finally, we will learn how to communicate responsibly by considering what should and should not be shared on the internet.</p>	<p>safety, respect, report, communication, data, transfer, internet, devices, IP addresses, packets, header, data payload, collaborative,</p>
<p>RE</p> 	<p>Our RE unit will be thinking about the following question: Creation or Science: Conflicting or Complementary? By the end of the unit we will know where beliefs come from, how they relate to each other and understand how beliefs shape the way people see the world and each other.</p>	<p>Theory, Conflicting, Complementary, Big Bang, Creation Theory, Cosmology Theory, Evolution, Genesis</p>
<p>PSHE</p> 	<p>Our first unit is called, 'Keeping myself safe.' In this unit we will be exploring drugs, their medical and non-medical uses. The laws around drugs and the norms around alcohol.</p> <p>Our second unit is called, 'Rights and Responsibilities.' In this unit we will be looking at money; its value; and how it can be made, used and saved. The children will explore how various jobs have different levels of pay. They will look at taxes as well as methods of spending and saving.</p>	<p>Habit, addiction, substance, medicine, drugs, alcohol, legal, illegal, restriction Savings, production, income, tax, VAT, voluntary, community, pressure group, environmental campaign, beneficiaries, profit, manufacturing, interest</p>
<p>English</p> 	<p>In English, we will use elements from the film Avatar as our stimulus. We will write a fantasy narrative and instruction text inspired by this. We will also link our writing to our Geography topic, exploring explanation texts and free-verse poetry.</p>	<p>purpose, audience, features, language, model, write, edit, evaluate, publish</p>
<p>Maths</p> 	<p>In Maths, we will cover various concepts: fractions, decimals, percentages and ratio. We will also look at geometry, perimeter, area and volume. We will also look at statistics.</p>	<p>numerator, denominator, decimal, decimal point, tenth, hundredth, thousandth, percent, geometry, perimeter, area, volume, statistics.</p>