|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Logo  Description automatically generated** | **Logo, company name  Description automatically generated** | Topic Overview KS2 (Year 6) – Spring 1 2023-24 |

|  |  |
| --- | --- |
| **Key Texts English**  | The Other Side of Truth |
| **Subject** | *Science – Circulatory system* | *Computing - Microsoft Excel* | *History*  | *Geography Country Study* | *Art & Design – Contemporary art* | *Design & Technology - Textiles* | *MFL – Common places in town* | *RE – Islam*  |
| NC Objectives / links | * Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.
* Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
* Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
 | * select, use and combine a variety of software (including internet services) on a range of
* digital devices to design and create a range of programs, systems and content that
* accomplish given goals, including collecting, analysing, evaluating and presenting data
 |  | * Knowing ‘where is one of the mainstays of Geographical education. It doesn’t just help pupils to identify the world’s features but also:

Builds on children’s identity and sense of place•Develops an understanding of scale and distance•Teaches the orientation of the world including references to continents and oceans.Our Geography curriculum includes country studies that build on map skills learnt in the previous year and links our local sources globally. | * .
 |  | * listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes and link the
* spelling, sound and meaning of words
*  engage in conversations; ask and answer questions; express opinions and respond to
* those of others; seek clarification and help\*
 | * Compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.
* Observe and understand varied examples of religions and other world views so that they can
* explain, with reasons, their meanings and significance for the choices made by individuals and communities;
* Discuss and present thoughtfully their own and others’ views on challenging questions about
* belonging, meaning, purpose and truth, applying ideas of their own in different forms
* including (e.g.) reasoning, music, art and poetry
 |

|  |  |
| --- | --- |
| Week/session | * Lesson QfL (Learning Intentions / Lesson Titles)
* Further QfLs linked to learning activities (additional questions for differentiated learning)
* Opportunities for Sparkle (see separate suggestions)
 |
|  | *Science* | *Computing* | *History* | *Geography* | *Art & Design* | *Design & Technology* | *MFL* | *RE* |
| Big Question | *What makes me tick?* | *How can data be processed?* |  | *What is Africa?* |  | *What is the importance of precision in textiles?* | *What are Spanish towns like?* | *What do Muslims believe about a good life?* |
| Week 1 | What does a heart look like? | What software is used when processing data? |  | Why are African boarders so straight? |  | What is a design criteria? |  | What are the five pillars of Islam? |
| Week 2 | What is the function of the heart? | How is data ordered and presented? |  | How does life in Hebden Bridge differ from life in Nigeria? |  | How is this assessed? | What is in a Spanish town? |  |
| Week 3 | What happens to our heart rate when we exercise? | Why add, edit and calculate data? |  | What does it mean to be part of the Fulani people? |  | Which materials should be used? |  | How does predestination affect how Muslims live? |
| Week 4 | Why do our bodies need water? | How can data problems be solved? |  | Why is Lagos significant? |  | What does a good one look like? | What animals would you find in a Spanish zoo? |  |
| Week 5 | Why do our bodies need food? | How can excel be used to budget? |  | Who is in charge of Nigeria? |  | What are stitches? |  | What is Zakat? |
| Week 6 | Why do people with different lifestyles need different diets? | How else can excel be used? |  | What do we consume locally that originated in Nigeria? |  | Why use embellishments? | How do you say? |  |
|  |  |  |  |  |  |  |  |  |