

Curriculum Year 6 Term 3 Summer term- The Story of Space Settlement on Mars

	Curriculum	Local Context
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example: changes in an aspect of social history.</p> <p>A significant turning point in British history, e.g. the first railways or the Battle of Britain.</p>	<p>The British historical tradition of exploration and conquest.</p> <p>The post was housing estates- local history</p>
Geography	<p>Human Geography: including: types of settlement and land use, economic activity including trade links,</p>	<p>How to create a settlement. What businesses could be established on Mars? What trading could occur between Mars and Earth?</p>
Science	<p>Light: Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>How do we see planets from Earth?</p> <p>Light in space.</p> <p>Lighting up the community on Mars</p> <p>Making circuits to light models</p> <p>Building series and parallel circuits</p>
Design and Technology	<p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic</p>	<p>Making prototypes of model villages. Creating miniature versions of the buildings that could be built on Mars.</p>

	<p>qualities</p> <p>Technical knowledge: understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</p>	
Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	Quality and use of different textures. Mixed media to represent space.
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	Djembe drumming and general musicianship lessons delivered by the Norfolk Music Service.
PE	Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.	<p>Invasion games</p> <p>Summer games – crickets/rounders/athletics</p>
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Scratch programme.</p> <p>Cross Curricular:</p> <p>PowerPoint/Keynote, CAD, Tables, Word documents</p>
French	<p>By engaging with other languages, including, where appropriate, those used in their communities, children should:</p> <p>1. look at the patterns, structures and origins of languages in order to understand how language works</p> <p>2. listen to and join in with conversation in other languages and communicate about simple,</p>	French lessons delivered by specialist teachers from CAN

	everyday matters 3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.	
English	<p>Reading, Comprehension, Spelling, Handwriting Composition, Vocabulary, grammar and punctuation</p> <p>In writing children should: 1. learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>Writing in context:</p> <p>Explanation texts.</p> <p>Persuasive writing</p> <p>Narrative</p> <p>Non chronological reports</p> <p>Diary entries</p> <p>Poetry.</p>
Maths	<p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Technical knowledge: understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</p>	<p>Maths in context:</p> <p>Measuring, converting units</p> <p>Volume and capacity</p> <p>Ratio and proportion</p> <p>Scaling up and down</p> <p>Map making – distances</p> <p>Angles</p>
British Values and SMSC	<ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and • an understanding of the importance of identifying and combatting discrimination. 	<p>What different communities are represented in Norfolk?</p> <p>Should we force people to move to Mars or should they have free choice?</p> <p>Freedom of choice of faith in new community.</p> <p>How would we create a harmonious diverse community?</p>