

Autumn 2 - Yr 6 Topic Planning 2016

ICT

Bringing images to life

Children develop understanding of the ways that digital images can be edited and transformed. They develop understanding of animation, using digital tools to create their own animation. They use programming software to produce simple programmed animations, using sequence, and for some children, repeat and selection.

Design Technology

- Food Tech - Brazilian foods.
- Create a rainforest scene using a shoe box

KS 2 Learn to:

- 1c. to plan what they have to do, suggesting a sequence of actions and alternative, if needed.
- 2a. select appropriate tools and techniques for making their product.
- c. explore the sensory qualities of materials and how to use materials and processes.
- f. follow safe procedures for food safety and hygiene.
- 3a. reflect on the progress of their work as they design and make, identifying ways they could improve their products.
- 5c. Design and make assignments using a range of materials, including food.

PHSCE - New beginnings

Knowing myself

I can tell you some things about me that have changed and some things that will not change.

I can tell you how I might change in the future.

I know that some changes are natural and happen 'by themselves'.

I know different ways that help me to learn to do things.

I can tell you what a habit is and know that it is hard to change one.

I know what it means when something is or isn't your fault.

Planning to reach a goal

I can tell you about a plan I have made with my class to change something in our school.

I can plan to overcome obstacles that might get in the way.

Making choices

I can tell you about changes that I can make happen.

I can make some changes quickly and easily.

I know that to make some changes is hard and takes a long time.

Rainforests



Geography

KS 2 Learn to:

1a. ask geographical questions e.g. what is it like to live in Brazil? What is the landscape like?

d. identify and explain different views that people, including themselves, hold about topical geographical issues e.g. how much of the aborigines territory is taken over by other people and that their population has decreased.

e. communicate in ways appropriate to the task and audience e.g. discussions, postcards, internet.

2a. use appropriate geographical vocabulary e.g. temperature, transport, industry, landmarks, countries, atlas, counties, capital, cities

c. use atlases, globes, maps, plans at a range of scales e.g. following a route on a map, using contents, keys, grids

d. use secondary sources of information e.g. internet, pictures, photographs, videos, stories, artefacts, information texts

f. use ICT to help in geographical investigations e.g. use internet to research information and various software to display information

3a. Identify and describe what places are like e.g. in terms of weather, jobs

f. describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world e.g. comparing a village with a part of a city in the same country.

6a. study a locality in the United Kingdom e.g. London and Letchworth.

Art

To make animal masks

To draw animals using different mediums

To study Romero Britto

- I will use a range of materials creatively to design and make products
- I will use drawing, painting to develop and share my ideas, experiences and imagination
- I will improve my mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint, clay]
- I will learn about great artists, architects and designers in history.