

From humble beginnings the river flows down the mountain and in to the sea. Learn how rivers are formed, where rivers are found and why they are an important part of our physical geography. Learn about the water cycle and how materials change in science. Locate rivers around the world and compare to the rivers in the UK. We will look at how water is used and the impact of droughts and floods on the world.

**Geography**

**Intent**— To describe and understand the key aspects of physical geography, and topographical regions understanding how some aspects have changed over time.

**Prior Knowledge:** Looked at maps and atlases and the differences between regions including physical and human characteristics.

**Sequence of learning:**

- To understand the key processes of water including the water cycle.
- To identify the features of a river system
- To identify the main characteristics of the three stages of a river
- To investigate the River Thames on maps and satellite photos
- To locate and learn about rivers around the world
- To think about the different ways we use water
- To understand the impact of droughts and floods
- We will look at a local river and complete a river study.

**Next Steps:** *Hola Mexico in Autumn 2*

**Outcome**  
To continue to develop their geographical understanding of our world and compare and contrast different areas and their geographical features.

**Science**

**Intent**  
To understand Properties and changes of materials

**Prior Knowledge:** Magnets in Year 4 and 5

**Sequence of learning:**

- To know The Water Cycle
- To understand the terms Solids, liquids and gases
- Describe and compare properties of materials
- Explore how changes can result in the formation of new materials and these are not usually reversible
- To compare materials and their response to magnets
- To explore whether materials are soluble or insoluble
- To explore different separation methods
- To look at reversible and irreversible changes

**Next Steps:** *Electricity in Autumn 1*

**Outcome:**  
To understand the properties of materials, to compare them and to look at ways they can change state

**History**

**Intent**

**Prior Knowledge:**

**Sequence of learning:**

This is a geography based unit so no specific history will be taught in this half term.

**Next Steps:** *The Mayans*

**Outcome**

**Computing**

**Intent**

To give learners the opportunity to create short videos in groups. To develop the skills of capturing, editing and manipulating video

**Prior Knowledge:** New computing curriculum and no prior knowledge of systems and devices

**Sequence of learning:**

- What is Video?
- Filming Techniques
- Using a storyboard
- Planning a video
- Importing and editing a video
- Video evaluation

**Next Steps:** *Vector Drawing*

**Outcome**  
To take part in an online collaborative study with other class members and develop skills in working together online

**PSHE**

**Intent**

To understand economic well-being

**Prior Knowledge:** Children have learnt how to be healthy and look after themselves physically and understand how to keep our bodies safe.

**Sequence of learning:**

- To understand borrowing
- To learn about income and expenditure
- To think about how to budget and prioritise spending
- To understand the risks with money
- To think about careers

Year 6—Transition

**Next Steps:** *Families and relationships*

**Outcome:**  
Children will gain an understanding of money and will use this to plan for our money week.

DT

RE

Music

Art

Intent

No DT this half term

*Next Steps: Electrical circuits*

Outcome

Intent

How do Christians decide to live? What would Jesus do?

**Prior Knowledge:** Children have studied the creation story and compared to the cosmology version of events

Sequence of learning:

Identify features of Gospel texts

Compare own ideas to the ways in the biblical texts

Think about his commandments and how these help Christians to decide how to live.

Explore ways in which Christians try to use Jesus' words as their 'Foundations for living'

Look at ways in which people show generosity to those in need.

*Next Steps: What do Christians believe Jesus did to 'save' people?*

Outcome

**Children will gain a better understanding of what it means to be a Christian.**

Intent (To do this term)

To present an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked.

**Prior Knowledge:** Rhythm and singing

Sequence of learning:

To learn the song 'The Fresh Prince of Bel Air'

To continue to learn the song and add a musical instrument

To improvise with the song

To continue to revisit previous learning and make a new composition based on this song.

Continue to revisit, learn and compose

Perform and share

*Next steps: Learn how to play the recorder*

Outcome

Children will have learnt a song, listened to rhythm and added instrumental compositions and performed to an audience

Intent

To develop photography skills, looking at composition, colour, light and underlying messages.

**Prior Knowledge:** None—first time looking at photography

Sequence of learning:

Photomontage

Truisms

Macro Photography

Self portraits

Expressions in photography

*Next Steps: Art and Design skills—Autumn 2*

Outcome

To gain a new perspective on the way they look at people and objects around them.

Texts that match our topic:

