

YEAR 6 - SUMMER 2



English		Maths	
Fiction: 'Wolf Brother' - Michael Paver Non-fiction: Recounts		Maths planning is based on the Collins 'Busyant' scheme of work.	
Science	Computing	Geography	
<u>Key Question/Theme:</u> Micro-Organisms	<u>Key Question/Theme:</u> Programming & Graphics	<u>Key Question/Theme:</u> Coastlines	
<u>Key Skills:</u> <ul style="list-style-type: none"> Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Developing scientific enquiry skills by planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<u>Key Skills:</u> <ul style="list-style-type: none"> Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Using sequence, selection, and repetition in programs; work with variables and various forms of input and output. Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Using technology purposefully to create, organise, store, manipulate and retrieve digital content Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals, , including collecting, analysing, evaluating and presenting data and information. 	<u>Key Skills:</u> <ul style="list-style-type: none"> <u>Developing contextual knowledge of the location</u> Coastline location <u>Human and physical characteristics</u> Knowing why settlements are often found near the coast. <u>Knowledge of global climates</u> Understanding the impact of erosion. <u>Developing atlas skills</u> Locating Osmington Bay on a map and relate its position to major cities in the area. <u>Field Trip to Osmington Bay</u> 	
PSHE	RE		Design & Technology/Art
<u>Key Question/Theme:</u> Transition to High School	<u>Key Question/Theme:</u> Islam (Summer 1 & 2)		<u>Key Question/Theme:</u> Props, Costumes and Scenery

<p>Key Skills:</p> <ul style="list-style-type: none"> • To learn that it is normal to have mixed feelings about going to secondary school. • To learn that when I go to secondary, many things in my life will stay the same. • To know how change can interfere with our feeling of security and confidence. • To learn that change can bring about positive outcomes. • To learn strategies for managing feelings when changing schools. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Explaining the practices and lifestyles involved in belonging to a faith community. • Explaining how some teaching and beliefs are shared between religions. • Recognising and expressing feelings about their own identities. Relate these to religious beliefs and teachings. • Expressing their own values and remaining respectful of those with different values. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Researching and developing design criteria to inform the design of a functional product. • Developing ideas through discussions, diagrams and computer aided designs. • Selecting from a range of materials and equipment according to their functional properties. • Evaluating their ideas against their own design criteria and consider views of others to improve their work.
Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p>Key Question/Theme: <i>what's in the news</i></p>	<p>Key Question/Theme: <i>PE Skills and Games (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory. • Using and understanding staff and other musical notations. • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the language. Present ideas and information orally to a range of audiences. • 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. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. • Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination. • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

from or are similar to English.

Spiritual, Moral, Social and Cultural Development

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.