

Year Group - 6	Term – Summer 1	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Name of Unit Overview –</b>  Geography – Where are the major sporting events Literacy Book – Ghost		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
		<b>Context, Big Questions and Wider World impact</b> ✓ What is the impact on a country that hosts a major sporting event? ✓ Should all drugs be banned?	
<b>Subject specific learning areas</b>			
<b>Science</b>			
<b>Prior learning and where the objectives are revisited later in the year.</b>	<b>Key year group learning</b>		<b>Main journey of the unit</b>
<b>Previous years</b> <b>Year 4</b> Identify common appliances that run on electricity Recognise some common conductors and insulators and associate metals with being good conductors Recognise that a switch opens and closes a circuit Identify whether or not a lamp will light in a simple series circuit Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  <b>Revisit within this year</b>	<b>Can we....? / Do we know...?</b> Finish and consolidate Spring Term Investigate: does Lucozade have an impact on sports performance/energy levels? Healthy Bodies and the affect of drugs on the body.  <b>Electricity</b> 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 use recognised symbols when representing a simple circuit in a diagram <b>Transition question (moving to KS3)</b> Explain the difference between a parallel circuit and a series circuit		<b>Science</b> <b>Lesson 1</b> Investigation – Lucozade – focus – fair test, calculating means and interpreting results. <b>Lesson 2 - Drugs</b> – discussion of what drugs are, positive and negative effects. Straws and cotton wool representation of smoking. <b>Lesson 3 – Begin Electricity</b> Make a simple circuit and then extend to investigate the difference in brightness of multiple bulbs in a circuit. Draw the diagram of the circuit they have created. <b>Lesson 4</b> – Recap lesson 3 but with buzzers instead of bulbs. Extension can they create a circuit where the brightness of multiple bulbs is even across the circuit. <b>Lesson 5</b> – How can we create an electrical circuit using clean fuels.

Humanities – History & Geography		Geography
Prior learning and where the objectives are revisited later in the year.	Key year group learning	<b>Lesson 1</b> – Recap from Spring Term – labelling the countries onto Europe- adding on capital cities and mountain ranges. Children then create their own Kahoots
Previous years	<p><b>Can we....? / Do we know...?</b></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Comparing the impact of sports tournaments – World Cup Vs Euros in England and Vs Commonwealth Games</p> <p>Where has it been held?</p> <p>Why host the games?</p> <p>Become city planners to host the next games</p>	<b>Lesson 2</b> – Where in the world have the world cup, euros and commonwealth games been hosted. What are the differences? What is the impact on the country of hosting the games? Which country should host the next games and why?
Revisit within this year From the spring term – location of countries and capital cities in Europe.		<b>Lesson 3 and 4</b> -Begin to put together and presentation/bid about why your country should host the next major sporting event.
Arts and Design		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	<b>Art</b>
Previous years	<p><b>Can we....? / Do we know...?</b></p> <p><b>Focus</b></p> <p>Develop our of drawing of silhouettes of athletes</p> <p><b>Media (e.g. chalks, charcoal, etc.)</b></p> <p>Sketches – art pencils</p> <p><b>Continue to develop an increasing awareness of different kinds of art and design</b></p> <p>Consolidation of skills of silhouettes from Spring Term but developed into athletic positions – this will link with a book cover design to fit with the class text</p> <p>Consolidation and review of 1-point perspective from the Autumn term to consider architectural designs and drawings of sporting stadiums</p> <p><b>Media: To improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials</b></p> <p>Children will use sketches to improve their mastery of drawing techniques to create tone that will bring light and depth to their sketches.</p> <p><b>To know about great artists, architects &amp; designers and how they have shaped our history &amp; contributed to our culture</b></p> <p>Architects and designers of sports stadiums and the development of stadiums</p> <p><b>To use sketch paper to record observations (Build on skills taught in previous year groups)</b></p>	<b>Lesson 1</b> – 4 sketches of silhouettes of people
Revisit within this year Children will have the opportunity to revisit the skills learnt in the Autumn term and further look at tone to add light and depth whilst considering 1-point perspective of sports stadiums.		<b>Lesson 2</b> - book cover illustrations of Ghost
		<b>Lesson 3 and 4</b> – Recap of 1-point perspective to create 3d pictures of sports stadiums
		<b>DT</b>
		<b>Lesson 1</b> – Research designs of different fairground rides. <b>Geography link</b> - Locate different fairground attractions around the world. <b>Science Link</b> - Consider the electrical circuit involved.
		<b>Whole DT day</b> - Children make fairground rides using motors. Fairground rides will be on display for the 20p fair.
		Children design and make marble runs

<p>DT</p> <p>From Year 5 (when they made their trenches) children will have thought about different ways to join and cut different material</p>	<p>Children will further develop their sketch book to include detailed sketches of sports stadiums and therefore developing the techniques focused on during the autumn term</p> <p><b>To continue to develop control and experiment with different kinds of art and design</b></p> <p>Children will further develop control and experiment with using tone to add light and depth to their sketches whilst consolidating skills learnt in the autumn term.</p> <p><b>DT</b></p> <p><b>Focus</b> – 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><b>Evaluate</b> – investigate and analyse a range of existing products</p> <p><b>Design and Make</b>– understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Make moving fairground toys. Start this term and feed into next – Science cross curriculum link with electrical circuits.</p>	
<p><b>Computing and Technological Understanding</b></p>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>	
<p><b>Previous years</b></p> <p><b>Revisit within this year</b></p> <ul style="list-style-type: none"> <li>- Children will recap their learning from Autumn and Spring about creating if functions and variables</li> </ul>	<p><b>Can we....? / Do we know...?</b></p> <ul style="list-style-type: none"> <li>• To use nested loops in code</li> <li>• To use variables within code</li> </ul> <p><a href="https://microbit.org/lessons/getting-active-unit-overview/">https://microbit.org/lessons/getting-active-unit-overview/</a></p> <p>They are introduced to variables and develop their understanding through a mixture of unplugged and practical programming activities. Pupils design and program the micro:bit to be a star-jump and step counter and a family activity selector.</p> <p>They learn to use repeated if functions</p>	<p>Computing</p> <p>Follow the microbit.org getting active unit. Children will create different counters, a times table game and then a pedometer. – link to science and healthy bodies</p>

International Education (IE)			
<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>✓ Aspects of similarities and differences</li> <li>✓ British values</li> <li>✓ Learning about different cultures and UNICEF rights</li> <li>✓ Using maps and atlases to locate major countries across the globe</li> </ul> <p><b>Revisit within this year</b></p> <ul style="list-style-type: none"> <li>✓ Discussion of maps and atlases to find different countries</li> </ul>	<p><b>International Targets (choose all that apply):</b></p> <ul style="list-style-type: none"> <li>• Locate and identify countries on a map and providing the international context for this topic</li> <li>• Understanding different cultures, values and customs</li> <li>• Similarities and differences between UK and other countries</li> <li>• Building tolerance and respect for other cultures</li> <li>• Understanding details, similarities and differences of the lives of others, past and present</li> <li>• Trade, tourism and travel (to and from UK)</li> <li>• Identify activities and habits which are different from but equal to their own</li> <li>• Significance of relevant celebrations / rituals</li> <li>• Recognising individuality and independence of separate cultures</li> </ul>		<p><b>International Tasks:</b></p> <p style="text-align: center;"><i>Starters/Plenaries/ 15-30-minute activities</i></p> <ul style="list-style-type: none"> <li>• Discussion using google earth to explore which countries have hosted significant sporting events</li> <li>• Discussion about the impact on a country if they host a major sporting event</li> <li>• Is there an equality in the spread of countries and continents that have hosted major sporting events?</li> <li>• What is the lasting legacy on a country of hosting a major sporting event</li> <li>• Put together a bid for a country to host the next sporting event – consider before, during and after.</li> <li>• Present bids</li> <li>• Evaluate bids</li> </ul>
<p><b>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</b></p>	<ul style="list-style-type: none"> <li>✓ Motivated by the enthusiasm about a global sporting event.</li> <li>✓ Creating something that will be shown at 20p fair</li> <li>✓ Enthused by creating art work to be put onto classroom door</li> </ul>	<p><b>Trips/ Visits / Experiences</b></p>	<ul style="list-style-type: none"> <li>✓ Residential Trip</li> </ul>
		<p><b>Vocabulary Oracy activities</b></p>	<p>environmental regions, key physical and human characteristics, countries, and major cities latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>
Discrete subject learning focus areas			
<p><b>Music</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> </ul>		<p><b>RE</b></p> <p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>Enquiry question Does belief in Akhirah (life after death) help Muslims?</p> <p>Should religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	

- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

<p><b>PE</b></p> <ul style="list-style-type: none"> <li>● I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</li> <li>● I can follow my own basic fitness programme.</li> <li>● I can self-reflect and perform appropriate warm-up and cool-down activities.</li> <li>● I can identify possible dangers when planning an activity.</li> <li>● I can describe the basic fitness components.</li> <li>● I can explain how often and how long I should exercise to be healthy.</li> <li>● I can record and monitor how hard I am working.</li> </ul>	<p><b>PSHE</b></p> <p>Living in the Wider World</p> <p>To think critically about online information, knowing that some information is false</p> <p>To know what to do and where to turn if you are uncomfortable about anything online, or anyone trying to talk to you online</p> <p>To explain how to keep safe online</p> <p>To understand the risks you may face</p> <p>To understand what risky behaviours are</p> <p>To explain what charity is and explain why people donate to charities</p> <p>To fundraise for a charity</p> <p>To understand that different jobs have different salaries</p> <p>To explore what value for money means</p> <p>To understand the reasons why some people may be homeless</p> <p>To explain what hidden homelessness is</p> <p>To challenge stereotypes associated with homelessness</p> <p>To understand how beauty is portrayed around the world</p> <p>To understand how a Parliamentary debate takes place in the House of Commons</p> <p>To set own short- and long-term goals and aspirations for the future</p> <p>To consider the emotional and physical changes occurring during puberty</p> <p>To explore male and female changes in more detail</p> <p>To consider the impact of puberty on the body and understand the importance of physical hygiene</p> <p>red = online safety  blue = charities and donating  green = lives of different people  purple = goals, aspirations and changes  green = puberty, reproduction and the human body</p>
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<p><b>Final quality products</b></p>	<ul style="list-style-type: none"> <li>- Fairground ride</li> <li>- Silhouettes to go on classroom door</li> <li>- Country presentation/bid for who should host the next major sporting event</li> <li>- Pedometer and times table game to use at 20p fair</li> </ul>	<p><b>Home learning opportunities</b></p>	<ul style="list-style-type: none"> <li>- Continue with preparation for secondary school, weekly home learning to include: <ol style="list-style-type: none"> <li>1) A piece of maths</li> <li>2) A writing task</li> <li>3) Reading</li> <li>4) Learning reflection</li> </ol> </li> </ul>
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**Enriching our curriculum and personal development opportunities.**

Prior opportunities	Experience	Learning to come from those activities
<p>Due to Covid, none of the children have taken part in a school residential. Some children have been involved in putting together</p>	<ul style="list-style-type: none"> <li>- Residential</li> <li>- 20p fair</li> <li>- Learning coach/Drama ambassadors with Ranelagh</li> <li>- Whole school trip</li> </ul>	<p>From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence.</p>

<p>ideas for charities but not running their own stalls. Some children have been to Wintershall as part of a school council event but none to the transition session.</p>		<p>Putting on the 20p fair, children will get a chance to raise money for the school and a charity that should give them a greater feeling of self-worth and purpose.</p> <p>Whole school trip and learning coach will give the children a chance to reflect on their journey so far and prepare them for their next stage in life.</p>
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