

Year 6 Summer 1

Hook (curiosity): £50 banknote carousel & challenging stereotypes

Text (Reading, language, communication):

Hidden Figures

End product (engagement):

Clay tile featuring their banknote figure

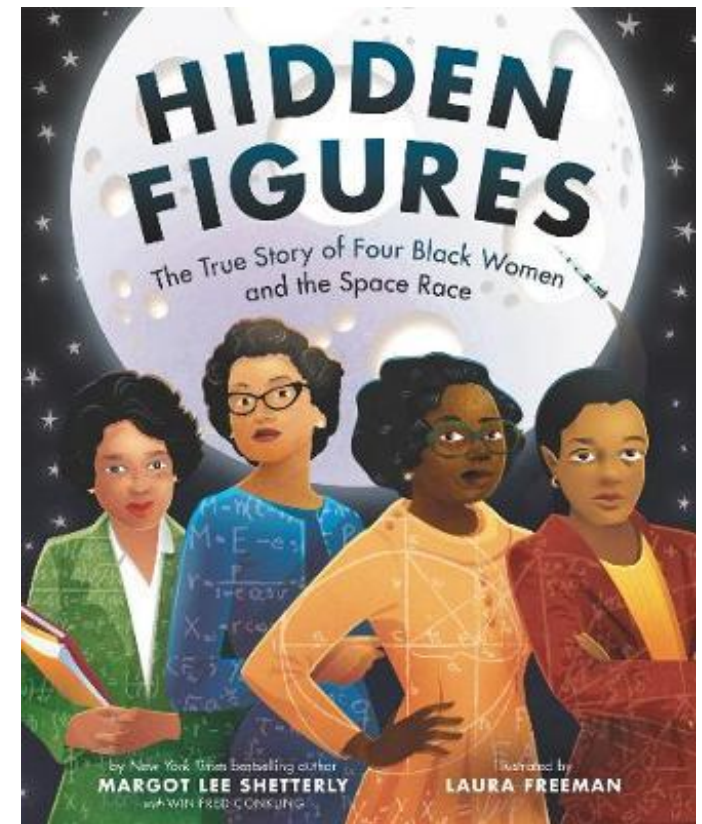
Vocab (Reading, language, communication):

Hologram, historical significance, historical perspective legacy, deduction.

Sticky knowledge (Learning that sticks):

- A hologram, see-through window and raised print are features of a bank note.
- People of historical significance are represented on British bank notes.
- A significant individual is someone who has made their mark in history for contributing to society.
- A deduction means to make an inference about a historical source.
- A legacy is long-lasting impact of particular events or actions, that took place in the past.

Unheard Histories



<p style="text-align: center;">Computing</p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Understand variables and relate to flexible real-world examples. • Experiment and modify variables. • Plan, design and improve a game. 	<p style="text-align: center;">BSL</p> <p style="text-align: center;">Revision of key skills part 1</p> <hr/> <p style="text-align: center;">History</p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • gain historical perspective by placing their growing knowledge into different contexts • know and understand significant aspects of the history of the wider world. • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and • consequence, similarity, difference and significance. <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • To understand that there are different interpretations of historical figures and events. • Making links between events and changes within and across different time periods / societies. • Describing the links between main events, similarities and changes within and across different periods studied. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. 	<p style="text-align: center;">Art and Design</p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials including clay. • About great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Further key skills when planning a design, creating a range of ideas and selecting one. Give reasons for the selection. • Develop sculpture skills whilst working to a clear plan. • Create and evaluate using clay being inspired by the work of great craftspeople.
<p style="text-align: center;">PE</p> <p style="text-align: center;">(Dodgeball & Athletics from Get Set 4 PE)</p> <p><u>Progression of skills objectives dodgeball:</u></p> <p>Throw under pressure and apply this to a target game. Select the appropriate dodging skill for the situation. Develop catching with increasing consistency under pressure. Develop defensive techniques and select appropriate action for the situation. Understand and apply tactics in a game. Develop officiating skills and referee a game.</p>		<p style="text-align: center;">PSHE</p> <p style="text-align: center;">(Economic Wellbeing from Kapow)</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Developing emotional intelligence related to financial matters. • Applying coping strategies for managing financial emotions. • Assessing risks in both physical and digital financial environments. • Implementing safeguarding measures for money in real-world scenarios. • Practising budgeting and career planning skills. • Identifying different forms of gambling and understanding their risks. • Recognising various workplace environments and their characteristics.

Progression of skills objectives athletics:

Develop my own and others sprinting technique.

Identify a suitable pace for the event.

Develop power, control and technique for the triple jump.

Develop power, control and technique when throwing for distance.

Develop throwing with force and accuracy for longer distances.

Work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

Music

(Themes and Variations: Pop Art from Kapow)

National Curriculum links:

- Use and understand staff notation and other musical notations.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.

Progression of skills objectives:

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

- Collaborating and communicating effectively in a simulated workplace setting.
- Identifying career options in multiple sectors.
- Evaluating the suitability of different career paths.
- Aligning career options with personal interests and strengths.

Religious Education

(Buddhism from Surrey Syllabus)

National Curriculum links:

- What is the Buddhist way of life?
- Appreciating, respecting and understanding the views and beliefs of those from all faiths, or none.

Progression of skills objectives:

- gather, select & organise ideas about the Buddha and his teachings.
- consider whether worship and meditation are different things and why this might be.
- express their understanding of Buddhism using theological vocabulary.
- express clear views about how following the Eightfold Path might create challenges for a Buddhist.
- consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life.
- connect the key beliefs and teachings of Buddhism with features of a religion e.g. artefacts, symbols, rituals and what these mean to the Sangha (Buddhist community).
- apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, others' and Buddhists' lives

- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

- articulate what it might mean for a Buddhist to live a 'good life'.

Science

National Curriculum links:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Progression of skills objectives:

- 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 presenting findings from enquiries, including conclusions, causal relationships and explanations of and 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.