

Year 6 Summer 2

Hook (curiosity):

Analysis of maps

Text (Reading, language, communication):

Holes

End product (engagement):

Fieldwork study of the local area

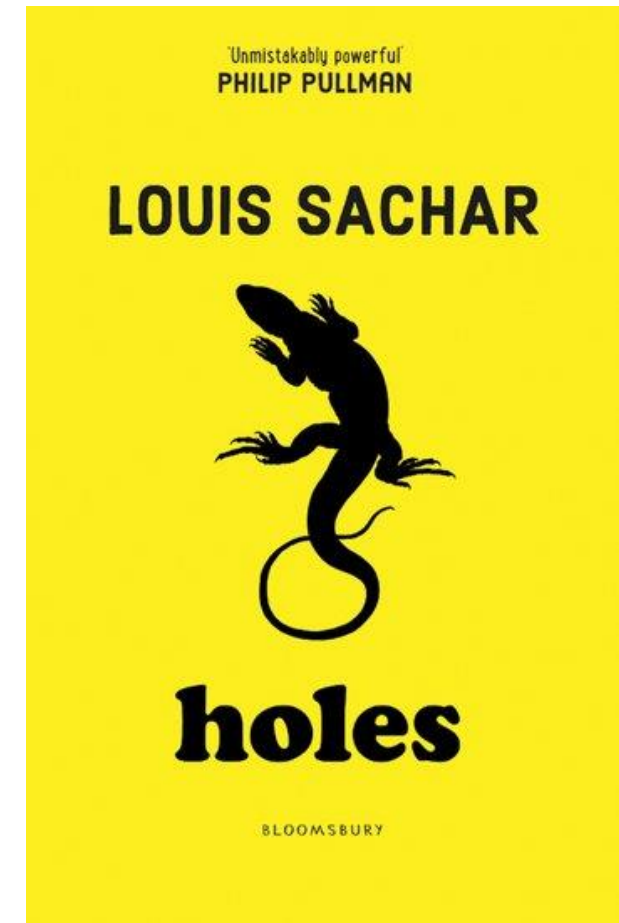
Vocab (Reading, language, communication):

Enquiry, six-figure grid reference, impact, analyse, data collection

Sticky knowledge (Learning that sticks):

- Question, observe, measure, record and present are all elements of the enquiry cycle.
- Industrial, commercial, residential and recreational are all types of land use that are prominent near school.
- Likert scales, tally charts, photographs and sketch maps are all methods of data collection that allow us to answer an enquiry question.
- OS maps use symbols and six figure grid references to chart the area around us and across the UK.
- Ordnance survey maps can be used to identify land use and areas for completing fieldwork.
- Preparing thoroughly, understanding the risks and identifying data collection methods are important parts of planning a geographical enquiry.

Fieldwork



Computing

National Curriculum links:

- 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

Progression of skills objectives:

- Create a data set in a spreadsheet
- Build a data set in a spreadsheet
- Explain that formulas can be used to produce calculated data
- Apply formulas to data
- Create a spreadsheet to plan an event
- Choose suitable ways to present data

History

See Summer 1

BSL

Recap of all previously taught material

MFL – Spanish

National Curriculum links:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs, rhymes and link the spelling sound and meaning of words.
- Engage in conversations, ask questions and express opinions, responding to others to seek clarification and help
- Speak in sentences using familiar vocabulary
- Develop accurate pronunciation and intonation
- Present ideas and information orally
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in language
- Broaden vocabulary and develop ability to appreciate new words
- Write phrases from memory and adapt these to create new sentences
- Describe people, places, things and actions orally and in writing

Geography

DT

National Curriculum links:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Progression of skills objectives:

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Art & DT

See Summer 1

PE

(Handball and Rounders from Get Set 4 PE)

From NC:

To use running, jumping, throwing and catching in isolation and in combination.

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Progression of skills objectives handball:

- To use a variety of passes to maintain possession.
- To select appropriate skills to create space and move towards the goal.
- To select and apply skill to score goals.
- To use defending skills to prevent opponent from scoring goals.

Progression of skills objectives rounders:

- To develop throwing and catching under pressure and apply these to a striking and fielding game.
- To develop bowling under pressure whilst abiding by the rules of the game.
- To strike a bowled ball with increasing consistency.
- To develop fielding techniques and select the appropriate action for the situation.
- To understand and apply tactics in a game.

National Curriculum links:

- Understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Progression of skills objectives:

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

Music

(Dynamics, pitch & texture from Kapow)

National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

understand and use mechanical systems in their chosen ride design

- Understand and use electrical systems in their fully developed ride design.

PSHE

(Identity & Transition from Kapow)

Progression of skills objectives:

Pupils with a sound understanding of self and others able to use strategies for a successful transition.

Progression of skills objectives:

- To know that identity is the way we see ourselves and also how other people see us.
- To know that people may see us differently as to how we see ourselves.
- To know that images can be manipulated and are not realistic
- To discuss and use learned strategies to strengthen resilience during a time of transition.

Religious Education

(Thematic 'Who am I and where do I belong?' from Surrey Syllabus)

National Curriculum links:

- Develop young people's understanding and appreciation of diversity, to promote shared values.

- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Progression of skills objectives:

- Engage in discussion about the sounds of an orchestral piece.
- Have a selection of varied vocabulary in response to what they hear.
- Change dynamics and pitch, differentiating between the two.
- Take the role of conductor or follow a conductor.
- Change texture within their group improvisation and talk about its effect.
- Create a graphic score to represent sounds.
- Follow the conductor to show changes in pitch, dynamics and texture.

- Give opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others and their place in the world.

Progression of skills objectives:

- Reflect on the importance of role models in shaping someone's identity.
- Compare words and actions that are important to them with words /actions that are important to others.
- Give reasons for some of the views they have, relating to where their ideas come from.

Science

National Curriculum links:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- 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.