



# Year 6 - Summer MTP

Subject	Geog Journey through school	History WW2	RE What do religions have in common? Big Questions	PSHCE Su1: What will change as we become more independent? Su2: How do friendships change as we grow?	Science Light
Content to cover	This topic presents children with the opportunity to look back at the Geography topics they have covered throughout school and select one for a pupil lead project.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know and understand the history of these islands as a coherent, chronological narrative</li> <li><input type="checkbox"/> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create own structure accounts</li> <li><input type="checkbox"/> Understand 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</li> <li><input type="checkbox"/> A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Religious and non-religious world views about:               <ul style="list-style-type: none"> <li><input type="checkbox"/> what people believe e.g. about God, meaning of life, the natural world, life after death</li> <li><input type="checkbox"/> Questions of meaning, purpose and truth e.g. in relation to God, human life, reality</li> <li><input type="checkbox"/> Key beliefs of particular religions e.g. love, forgiveness, equality, justice, salvation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How important friendships are in making us feel happy</li> <li><input type="checkbox"/> The characteristics of friendship</li> <li><input type="checkbox"/> That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li><input type="checkbox"/> That most friendships have ups and downs, and that these can often be worked through</li> <li><input type="checkbox"/> How to recognise who to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others</li> <li><input type="checkbox"/> What sorts of boundaries are appropriate with peers</li> <li><input type="checkbox"/> Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li><input type="checkbox"/> How to recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise that light appears to travel in straight lines</li> <li><input type="checkbox"/> Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li><input type="checkbox"/> Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li><input type="checkbox"/> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
Intent		Impact of the war for soldiers and those left at home	Understanding from the points of view of all 6 main faiths	Su1: how relationships change Su2: relationships in adulthood, how babies are conceived and born (4b: transition to secondary school)	Light travels in straight lines
<b>Proposed sequence-</b> not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)		<ul style="list-style-type: none"> <li><input type="checkbox"/> General introduction (who, what, where, when, etc.)</li> <li><input type="checkbox"/> Causes of the war (Great Depression, treaty of Versailles and impact on Germany, Hitler's rise to power, Poland!)</li> <li><input type="checkbox"/> Battle of Britain, the Blitz, evacuation (impact on daily life in Britain)</li> <li><input type="checkbox"/> The Homefront (role of women)</li> <li><input type="checkbox"/> D-day landings as a turning point</li> <li><input type="checkbox"/> Understand what life on the frontline was like</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do members of different religions show their faith?</li> <li><input type="checkbox"/> What are the benefits of belonging within a religious community?</li> <li><input type="checkbox"/> Why is there suffering in the world?</li> <li><input type="checkbox"/> Is there a God?</li> <li><input type="checkbox"/> What happens when we die?</li> <li><input type="checkbox"/> Free will vs fate</li> <li><input type="checkbox"/> What is a good life?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How babies are conceived – reproductive organs - contraception – consent</li> <li><input type="checkbox"/> A baby's needs – physical and emotional</li> <li><input type="checkbox"/> Types of relationships: link back to which types of relationships are likely to involve sex (look at these in detail in following weeks if needed)</li> <li><input type="checkbox"/> Forced marriage</li> <li><input type="checkbox"/> Friendship (becoming intimate and lasting)</li> <li><input type="checkbox"/> How friendships support our physical and mental health (peer pressure)</li> <li><input type="checkbox"/> Spotting the signs of a 'toxic' relationship</li> <li><input type="checkbox"/> Opportunities and responsibilities linked to growing up</li> <li><input type="checkbox"/> Transition to secondary school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information – experiment</li> <li><input type="checkbox"/> Light travels in straight lines – periscope</li> <li><input type="checkbox"/> How we see objects – why can't I see in the dark?</li> <li><input type="checkbox"/> Shadows – shadow puppets</li> <li><input type="checkbox"/> Objects appearing bent in water – practical</li> <li><input type="checkbox"/> How to make a rainbow – practical</li> </ul>



# Year 6 - Summer MTP

Subject	<b>Computing</b> 1: Quizzing 2: Understanding binary 3: Spreadsheets (Excel)	<b>D.T.</b> Cams	<b>Art</b> Manga Personal response	<b>Spanish</b>	<b>Music</b>	<b>PE</b> OAA and Games
<b>Content to cover</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design, write and debug programs to accomplish specific goals</li> <li><input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output</li> <li><input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors)</li> <li><input type="checkbox"/> Understand computer networks, including the internet</li> <li><input type="checkbox"/> Use search technologies effectively</li> <li><input type="checkbox"/> Select, use and combine a variety of software on a range of devices</li> <li><input type="checkbox"/> Use technology safely, respectfully and responsibly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use research and develop criteria</li> <li><input type="checkbox"/> Design innovative, functional and appealing products</li> <li><input type="checkbox"/> Generate, develop and communicate ideas</li> <li><input type="checkbox"/> Select from a wider range of tools, materials and components</li> <li><input type="checkbox"/> Investigate and analyse a range of existing products</li> <li><input type="checkbox"/> Consider how to improve work</li> <li><input type="checkbox"/> Use mechanical systems in products</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [mixed media]</li> <li><input type="checkbox"/> Learn about great artists, architects and designers in history</li> </ul>		<p>We are following the DMS model curriculum for Music which is currently being reviewed to reflect the DfE's model music curriculum.</p> <p>Planning will be added as it is released by DMS through the year.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop competence to excel in a broad range of physical activities</li> <li><input type="checkbox"/> Are physically active for sustained periods of time</li> <li><input type="checkbox"/> Engage in competitive sports and activities</li> <li><input type="checkbox"/> Lead healthy, active lives</li> <li><input type="checkbox"/> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li><input type="checkbox"/> Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
<b>Intent</b>	Apply skills to a range of software products within Purple Mash	cams to create different movements	Create Manga portraits Use painting to develop personal response to a theme		<input type="checkbox"/>	Be ready to compete in a chosen game and communicate effectively
<b>Proposed sequence</b> <small>- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)</small>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introducing 2DIY</li> <li><input type="checkbox"/> Using 2Quiz (2 sessions)</li> <li><input type="checkbox"/> Exploring grammar quizzes</li> <li><input type="checkbox"/> A database quiz</li> <li><input type="checkbox"/> Are you smarter than a 10 year old?</li> <li><input type="checkbox"/> What is binary?</li> <li><input type="checkbox"/> Counting in binary</li> <li><input type="checkbox"/> Converting from decimal to binary</li> <li><input type="checkbox"/> Game states</li> <li><input type="checkbox"/> What is a spreadsheet?</li> <li><input type="checkbox"/> Basic calculations</li> <li><input type="checkbox"/> Modelling</li> <li><input type="checkbox"/> Organising data</li> <li><input type="checkbox"/> Advanced formulae and big data</li> <li><input type="checkbox"/> Charts and graphics</li> <li><input type="checkbox"/> Using a spreadsheet to plan a cake sale</li> <li><input type="checkbox"/> Using a spreadsheet to solve problems</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate and evaluate different systems using mechanical components</li> <li><input type="checkbox"/> Carry out research into what people want and need from the product</li> <li><input type="checkbox"/> Generate design specifications</li> <li><input type="checkbox"/> Trial possible materials and components</li> <li><input type="checkbox"/> Create a detailed design</li> <li><input type="checkbox"/> Accurately use tools and joining techniques to create product</li> <li><input type="checkbox"/> Evaluate the product with the intended user against the original design specification</li> </ul>	<b>Manga</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore Manga artwork and artists, pulling out key features and comparing to other portrait artists' work</li> <li><input type="checkbox"/> Explore detailing and pencil shading</li> <li><input type="checkbox"/> Create own manga style art</li> </ul> <b>Personal response</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share work based on a theme and explore imagery, colour, design, framing etc.</li> <li><input type="checkbox"/> Decide on theme with the children and explore symbolism - sketchbook work</li> <li><input type="checkbox"/> Children have freedom to respond in their chosen media</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/> Please refer to the PE progression document for specific skills taught