



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"> <input type="checkbox"/> Know and understand the history of these islands as a coherent, chronological narrative <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 <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 <input type="checkbox"/> A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 | <ul style="list-style-type: none"> <input type="checkbox"/> Religious and non-religious world views about: <ul style="list-style-type: none"> <input type="checkbox"/> what people believe e.g. about God, meaning of life, the natural world, life after death <input type="checkbox"/> Questions of meaning, purpose and truth e.g. in relation to God, human life, reality <input type="checkbox"/> Key beliefs of particular religions e.g. love, forgiveness, equality, justice, salvation | <ul style="list-style-type: none"> <input type="checkbox"/> How important friendships are in making us feel happy <input type="checkbox"/> The characteristics of friendship <input type="checkbox"/> That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded <input type="checkbox"/> That most friendships have ups and downs, and that these can often be worked through <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 <input type="checkbox"/> What sorts of boundaries are appropriate with peers <input type="checkbox"/> Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that light appears to travel in straight lines <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 <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 <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 |
| 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 |
| Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets) | | <ul style="list-style-type: none"> <input type="checkbox"/> General introduction (who, what, where, when, etc.) <input type="checkbox"/> Causes of the war (Great Depression, treaty of Versailles and impact on Germany, Hitler's rise to power, Poland!) <input type="checkbox"/> Battle of Britain, the Blitz, evacuation (impact on daily life in Britain) <input type="checkbox"/> The Homefront (role of women) <input type="checkbox"/> D-day landings as a turning point <input type="checkbox"/> Understand what life on the frontline was like | <ul style="list-style-type: none"> <input type="checkbox"/> How do members of different religions show their faith? <input type="checkbox"/> What are the benefits of belonging within a religious community? <input type="checkbox"/> Why is there suffering in the world? <input type="checkbox"/> Is there a God? <input type="checkbox"/> What happens when we die? <input type="checkbox"/> Free will vs fate <input type="checkbox"/> What is a good life? | <ul style="list-style-type: none"> <input type="checkbox"/> How babies are conceived – reproductive organs - contraception – consent <input type="checkbox"/> A baby's needs – physical and emotional <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) <input type="checkbox"/> Forced marriage <input type="checkbox"/> Friendship (becoming intimate and lasting) <input type="checkbox"/> How friendships support our physical and mental health (peer pressure) <input type="checkbox"/> Spotting the signs of a 'toxic' relationship <input type="checkbox"/> Opportunities and responsibilities linked to growing up <input type="checkbox"/> Transition to secondary school | <ul style="list-style-type: none"> <input type="checkbox"/> Information – experiment <input type="checkbox"/> Light travels in straight lines – periscope <input type="checkbox"/> How we see objects – why can't I see in the dark? <input type="checkbox"/> Shadows – shadow puppets <input type="checkbox"/> Objects appearing bent in water – practical <input type="checkbox"/> How to make a rainbow – practical |



Year 6 - Summer MTP

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