

## St Dennis Primary Academy

Year: 6

Term: Summer 2

### Curriculum Drivers

#### Real life experiences

Transition to secondary school workshop.  
Dartmoor Activity Centre.

A visit to the local area to carry out geography fieldwork, collecting first-hand data to deepen understanding of the local environment.



#### Wellbeing

Water sports sessions at Polkerris beach to develop teamwork and understanding of water safety.  
Transition wellbeing sessions with Kooth.



#### Oracy

**Physical:** To have stage presence when performing to their parents.

**Linguistic:** To use sophisticated vocabulary appropriate to the context and purpose of talk when talking about the fishing industry.

**Cognitive:** To assess different viewpoints and present counterarguments during discussions in PSHE.

**Social and Emotional:** To develop an awareness of group dynamics and invite those who haven't spoken to contribute



#### Environment and Community

Planning and delivering a fundraising activity that contributes positively to the school community.  
Research the 'Save our Seas' campaign about plastic pollution.

Pupils will take part in activities that celebrate and enrich Cornish language and heritage, deepening their understanding of local culture and identity.



## Big Question: Why is the fishing industry so important to local communities?

#### Stunning Start:

Meeting fisherman

#### English

**Storytelling Text:** The Lighthouse (Film)



**Imitation:** To explore the narrative of the film and plot the key events using drama and storyboards.

**Spelling, Punctuation and Grammar:**

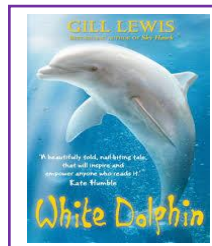
Formal and informal language, dialogue to advance the action, passive voice and subjunctive mood.

**Innovation:** Writing a newspaper report about the events of the storm.

**Invention:** Writing a newspaper report about a real-life event.

**Wider Curriculum Writing:** Tourism leaflet about the features of Mevagissey (Geography).

**Novel Study Text:** White Dolphin by Gill Lewis



#### Fabulous Finish:

Leavers' performance to parents

**Assembly Theme:** Responsibility

**Emotional Literacy:** Tracking my Tools / Stop, Opt and Go / Celebrating My Use of Tools





#### Mathematics:










#### White Rose Units:

Investigations and preparation for KS3:

- **Secondary-style questions** — Exposure to early KS3-type problems (ratio, algebraic thinking, coordinates, sequences).
- **Collaborative problem solving** — Group tasks that build communication, reasoning, and resilience.
- **Reasoning stamina** — Longer multi-step problems that require pupils to justify choices, explain patterns, and compare strategies.
- **Efficient calculation** — Choosing the quickest *sensible* method (mental, written, or estimation) rather than defaulting to one approach.

	Science 	Geography 	RE 	Computing 
<b>Unit title:</b>	<b>Subject:</b> Biology <b>Unit:</b> Living things and their habitats	<b>Themes:</b> Location, Techniques, Diversity, Human Processes <b>Unit:</b> local fishing industry	<b>Unit:</b> Why do some people believe in God and some do not? How does faith help people when life gets hard? (Unit 4-2)	<b>Area:</b> Creating media (Text) <b>Unit:</b> Webpage creation <b>Natterhub:</b> Learn it, Mind it
<b>Builds On:</b>	<b>Year:</b> 4 <b>Term:</b> Spring 1 <b>Unit:</b> Living thing and their habitats	<b>Year:</b> 4 <b>Term:</b> Summer 2 <b>Unit:</b> Local Study	<b>Year:</b> 5 <b>Term:</b> Summer 2 <b>Unit:</b> What matters most to Humanists and Christians? (Unit 36)	<b>Year:</b> 6 <b>Term:</b> Autumn 2 <b>Unit:</b> Creating media (graphics) -- 3D modelling
<b>Memory Master:</b>	Seed dispersal and lifecycle of a plant	Locate St Dennis on a map of the UK and label countries, surrounding seas, capital cities, Cornwall, St Dennis. Draw a map of St Dennis using common OS symbols and including main human/physical features.	What is a Humanist? What codes for living do non-religious people use?	Revisit vocabulary: drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection
<b>Lesson Sequence:</b>	I can describe how living things can be classified into broad groups. ( <i>e.g. nutrition – omnivore, carnivore, herbivore; animal group – fish, amphibian etc; vertebrate/invertebrate</i> )	I can locate the region and local area in relation to other places / use an aerial image to describe the key physical and human features / understand local, regional, national and international links to the local area.	Belief in God: what patterns can we see in our local area, our country and our world?	I can review an existing website and consider its structure.
	I understand how I can use classification keys to help group, identify and name a variety of living things ( <i>key for yes/no</i> )	I can identify the principal features of a region within the UK.	What do we mean by agnostic, atheist or theist?	I can plan the features of a web page.
	I can describe how living things can be classified into broad group ( <i>sort plants</i> ).	I can consider how a region can meet the needs of its population.	How can psychology help us understand what people mean when they think about the idea of God?	I can consider the ownership and use of images (copyright).
	I understand that microorganisms are also living things ( <i>experiment to prove yeast respire and is therefore a living organism</i> )	I can identify key human needs and processes.	What can we learn from theology about the idea of God?	I recognise the need to preview pages.
	I can describe how living things can be classified into broad groups ( <i>5 main groups giving examples of characteristics</i> ).	I can gather evidence through fieldwork of how a region is meeting people's needs. Show what you know.	Why do some people believe that God does not exist?	I can outline the need for a navigation path.
	I know that scientists have developed different ways to classify living things (Carl Linnaeus). Show what you know.		Why do some people believe in God and some people not? Where do I stand? Show what you know.	I recognise the implications of linking to content owned by other people.
<b>Composite:</b>	Classify living things into 5 groups giving examples of characteristics.	Leaflet created in lesson 5 which refers to key features and reason for change with opinions.	Children produce a short oral presentation to give to a group of Year 3 pupils. They present reasons why people might not believe in God today and how humanists would see the world using evidence and reason.	Children identify what makes a good web page and use this information to design and evaluate their own website
<b>Impact:</b>	Children can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. They can give reasons for classifying plants and animals based on specific characteristics	Children can describe and understand settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals, and water supplies. They can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the local area on a map with a scale.	Children can describe ways in which religions guide people in how to respond to good and hard times in life. They can identify beliefs about life after death, comparing and explaining similarities and differences. They make connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).	Children can design a layout with multiple sections that relates to a relevant purpose/audience. They can use copyright-free images and understand about a clear and organised design. They can add subpages, internal and external hyperlinks and suggest some improvements They can evaluate how successful they were in meeting the task requirements.

	Art and Design 	Physical Education 	Sport 	Design Technology 
<b>Unit title:</b>	<b>Technique:</b> Sculpture <b>Artist:</b> Alexander Calder	<b>Learning focus:</b> Fitness <b>Unit:</b> REAL PE	<b>Unit:</b> Athletics	<b>Area:</b> Structures <b>Unit:</b> Playgrounds
<b>Builds On:</b>	<b>Year:</b> Year 5 <b>Term:</b> Summer 1	<b>Year:</b> 1 <b>Term:</b> Summer 1 <b>Unit:</b> REAL PE	<b>Year:</b> Summer 2 <b>Term:</b> 5 <b>Unit:</b> Athletics	<b>Year:</b> 5 <b>Term:</b> Summer 2 <b>Unit:</b> Bridges
<b>Memory Master:</b>	New curriculum this year	N/A	N/A	Bridges unit quiz
<b>Lesson Sequence:</b>	<b>Artist</b> - I can recall the key features of sculptor Alexander Calder.	<b>Warm up games</b> Team juggling Inside out <b>Fundamental Movement Skills</b> Coordination – Sending and receiving Agility – Ball chasing	I can use a run up when jumping.	<b>Research</b> – I can research types of playground equipment.
	<b>Imitate</b> - I can draw using continuous line technique.		I can use the correct combination of jumps to complete the triple jump.	<b>Skill</b> – I can create models, ensuring stability and strength.
	<b>Experiment</b> - I can manipulate wire.		I can run with control and purpose over varied distances.	<b>Design</b> – I can design a new playground.
	<b>Plan</b> - I can plan my continuous line portrait.		I can throw an object by overarm, underarm, pulling, pushing and slinging.	<b>Make</b> – I can make model playground equipment.
	<b>Create</b> - I can create my continuous line wire portrait.		I can use a run up when throwing.	<b>Evaluate</b> – I can evaluate the playground based on the prototypes working as designed.
	<b>Evaluate</b> - I can review and revisit my creation.		I can practise to improve throwing distance.	
<b>Composite:</b>	Children will create a wire portrait inspired by Alexander Calder.	Children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Running, jumping and throwing tasks.	Design and create a model of a new playground featuring five apparatus, made from three different structures.
<b>Impact:</b>	Children can translate 2D observation into 3D form. They can use wire manipulation techniques (bending, arching, looping, twisting and crimping) to create facial features.	REAL PE Cog: Health and Fitness Children can describe the basic fitness components. They can record and monitor how hard they are working.	Children can select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. They can successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.	Children can conduct research by using existing products. They can design and make stable structures that move in the way they require.

	PSHE 	PSHE (Healthy Week) 	PSHE (RSE Week) 	Spanish 
<b>Unit title:</b>	<b>Brook Learn</b> Unit: Changing Schools	<b>Theme:</b> Mental Health – Share you worries	<b>Theme:</b> Puberty, Relationships and Reproduction	<b>Unit:</b> Yo En El Mundo (Me in the World)
<b>Builds On:</b>	<b>Year:</b> 6 <b>Term:</b> Summer 1 <b>Unit:</b> Feelings and Common Anxieties When Changing Schools	<b>Year:</b> 5 <b>Term:</b> Summer 2 <b>Unit:</b> World of colour	<b>Year:</b> 5 <b>Term:</b> Summer 2 <b>Unit:</b> Puberty	<b>Year:</b> 6 <b>Term:</b> Spring 2 <b>Unit:</b> El Fin De Semana (The weekend)
<b>Memory Master:</b>	Name emotions that you might encounter when changing schools and where you can get support.	Listen to a range of music and describe the emotions you feel.	Create a class list of things that happen to male and female bodies during puberty.	Revisit phrases for activities and telling the time.
<b>Lesson Sequence:</b>	I can identify the differences between primary and secondary school.	I can define what a worry is.	I can consider puberty and reproduction.	I can name countries that speak Spanish (sometimes referred to as the 'Hispanophone world' or 'Hispanosphere').
	I can describe how it might feel to move to a secondary school.	I can identify people I can talk to if I am worried.	I can explore the importance of communication and respect in relationships.	I can name some celebrations from Spanish speaking countries.
	I can explain different ways of managing change.	I can understand how sharing worries can help us.	I can consider different ways that people might start a family. I can explore positive and negative ways of communicating in a relationship.	I can explain the religious celebrations Christmas and Eid. I can compare the cities in Spanish speaking countries of Madrid (Spain) and Lima (Peru).
<b>Composite:</b>	Create a class collage of strengths.	Create a worry doll.	Ordering (and recording) of 'conception cards'	Children will present what they have learnt about Spanish speaking countries.
<b>Impact:</b>	Pupils will feel prepared the transition to secondary	Children will have identified who to talk to if they have a worry and understand the importance of sharing worries with others.	Children will be able to recognise healthy ways to behave in a relationship and will understand how babies are conceived.	Children will know some countries that speak Spanish. They will be able to talk about the currencies, flags, cultural celebrations and traditions of those countries.