

St Dennis Primary Academy

Year: 6

Term: Summer 2

Curriculum Drivers

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

Stunning Start: Visit from a working fisherman to the class with a selection of fish

Fabulous Finish: End of term leavers assembly for parents

Real life experiences



Fisherman to visit with a range of fish
Field trip to the Fishing village of Mevagissey to visit the museum, aquarium and take a boat trip

English



Storytelling Text: The Lighthouse (Film)
Imitation: As it's a film unit, we will explore the narrative of the film and plot the key events with a storyboard.
Spelling, Punctuation and Grammar: Formal and informal language, reported and direct speech, passive voice, 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

Assembly Theme: Determination and Perseverance

Circle Time Theme: Achieving Changes

Wellbeing



Appreciation of the natural world- visiting the aquarium in Mevagissey and the boat trip. The holistic goodness that visiting the sea can bring!

Mathematics:

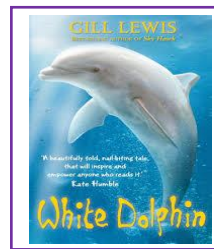


White Rose Units:
Statistics
Geometry - Position and direction
Geometry: Properties of Shape
Investigations and preparation for KS3
Key Skills Session:
Flashback 4
Weekly arithmetic session

Oracy







Physical: Facial expression and eye contact whilst offering opinions in class.
Linguistic: Appropriate vocabulary choice when offering opinions in Geography, using appropriate terms.
Cognitive: Organisation of talk in groups.
Social and Emotional: Listening actively and responding appropriately.











Environment and Community



Look at Hugh Fearnley-Whittingstall's 'Fish Fight'.
Research the 'Save our Seas' campaign about plastic pollution that is choking our seas and killing marine wildlife. Beach clean while at Polkerris beach as part of the activity days planned.

	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Biology Unit: Living things and their habitats	Themes: Location, Techniques, Diversity, Human Processes Unit: local fishing industry	Theme: Other religions and non-religious worldviews Unit: How does faith help people when life gets hard?	Area: Computer Science Unit: 6.5 Text Adventures
Builds On:	Year: 4 Term: Spring 1 Unit: Living thing and their habitats	Year: 4 Term: Summer 2 Unit: Local Study	Year: 5 Term: Summer 2 Unit: Why do some people believe in God and some people not?	Year: 6 Term: Autumn 1 Unit: 6.1 Coding
Memory Master:	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.	Describe the terms 'theist', 'atheist' and 'agnostic'.	Purple Mash Quiz on Coding
Lesson Sequence:	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. I can use an aerial image to describe the key physical and human features of the region and local area. I can understand local, regional, national and international links to the local area.	I can give examples of how religions use symbolism to show that life has ups and downs. I can give examples of what religious believers and atheists believe about life and death.	I can find out what a text-based adventure game is and explore examples. I can plan a 'Choose your own Adventure' type story.
	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.	I can say what Christians believe about how people can gain eternal life.	I can use plans for a story adventure to make the adventure.
	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.	I can explain what the terms samsara, karma, moksha, dharma and reincarnation mean.	I can read and understand given code for a text adventure game.
	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.	I can describe and explain how Christians mark a person's death at a funeral.	I can debug a text adventure. I can independently design and implement improvements to a text adventure game.
	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.	I can explain some ideas that non-religious people have about death and an afterlife.	
	I know that scientists have developed different ways to classify living things (Carl Linnaeus).		I can describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.	
Composite:	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 prepare questions to ask a visitor about how their beliefs affect how they live	Children can apply their knowledge of coding and the fundamental order of instructions to create their own story-based adventure game.
Impact:	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 will understand religious and non-religious responses to life and considers why some people find that their faith can help them celebrate the good times in life but also to cope with the difficult times.	Children can apply their knowledge of coding and the fundamental order of instructions through creating their own story-based adventure game.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Techniques: Drawing, painting, printing & sculpture	Learning focus: Fitness Unit: REAL PE	Unit: Tennis	Area: Structures Unit: Playgrounds
Builds On:	Year: 5 & 6 Term: Summer 2, Summer 1 Unit: Printing, drawing, painting, sculpture	New this year	Year: 5 Term: Summer 2 Unit: Tennis	Year: 5 Term: Summer 2 Unit: Bridges
Memory Master:	What printing techniques do you know?	N/A	What skills, techniques and tactics of tennis can I remember?	Kapow Quiz on Bridges Unit
Lesson Sequence:	I can draw a picture of a painting and reduce it to its simplest form in three stages.	Cog: Fitness skills	I can play shots on the forehand and backhand side of body.	I can design a new playground with a variety of structures.
	I can create an abstract painting to include colour, shape, form, texture, line, and value.	Warm-up games: Team juggling / Inside out	I can adopt a good ready position.	I can build a range of structures.
	I can make an abstract screen print using torn and cut papers.	FUNS: Coordination and Agility	I can direct the ball towards the opponent's court or target area	I can improve and add detail to structures.
	I can apply wax and ink to create a wax batik from my own sketches.	Skill application: Sending and receiving, Ball chasing, Levelling the playing fields	I can perform skills with accuracy, confidence, and control.	I can evaluate my structure and make a surrounding landscape.
	I can collaborate to create a sculpture from withies applying the correct sculpting and joining techniques.		I can apply basic principles suitable for attacking.	
		I can hit the ball with purpose, varying speed, height, and direction.		
Composite:	Children will create abstract and 3-dimensional artworks using a variety of chosen techniques.	Children will be able to describe the basic fitness components as well as record and monitor how hard they are working.	Children will play a simple game of tennis.	Children will design and create a model of a new playground featuring five apparatus, made from three different structures.
Impact:	Children will be able to recognise six elements of art incorporated in an abstract painting. They will also be able to create a 3-dimensional sculpture.	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.	Children can hit the ball with purpose, varying speed, height, and direction and they direct the ball towards the opponent's court or target area. They can perform skills such as forehand and backhand shots with control and confidence. They apply the principles of attacking and can adopt a good ready position and show good position on court.	Children can explain how structures will be used, considering effective and ineffective designs. They can measure, mark and cut wood to create a range of structures. They can use a range of materials to reinforce and add decoration to structures.

	PSHE 	PSHE (Healthy Week) 	PSHE (RSE Week) 	Spanish 
Unit title:	Brook Learn Unit: Changing Schools	Theme: Mental Health – Share you worries	Theme: Puberty, Relationships and Reproduction	Unit: Yo En El Mundo (Me in the World)
Builds On:	Year: 6 Term: Summer 1 Unit: Feelings and Common Anxieties When Changing Schools	Year: 5 Term: Summer 2 Unit: World of colour	Year: 5 Term: Summer 2 Unit: Puberty	Year: 6 Term: Spring 2 Unit: El Fin De Semana (The weekend)
Memory Master:	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.
Lesson Sequence:	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).
Composite:	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.
Impact:	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.