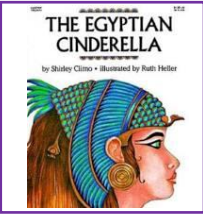














<p>St Dennis Primary Academy Year: 6 Term: Spring 2 Curriculum Drivers</p>	<p>Big Question: What were the Ancient Egyptian's most significant achievements?</p>	
<p>Real life experiences Mummifying fish Mummifying a friend Making clay canopic jars Use the British Museum's Ancient Egyptian collection virtual tour to examine real artefacts and discuss what evidence survives.</p>	<p>Stunning Start: 'Wrap the Mummy' and mummifying a fish</p> <p>English</p> <p>Storytelling Text: The Egyptian Cinderella Imitation: Using the drama technique hot seating to infer how a character feels. Spelling, Punctuation and Grammar: Fronted adverbials, comparative conjunctions, conjunctions and relative clauses, Innovation: Change the character/magical item. Invention: Children invent and write their own rags to riches tale. Wider Curriculum Writing: Instruction writing on mummification (History)</p>	<p>Fabulous Finish: Making clay canopic jars</p> <p>Assembly Theme: Teamwork Emotional Literacy: Exploring Sensory Support Tools / Exploring Tools for Calming / Exploring Tools – Thinking Strategies</p>
<p>Wellbeing Inspired by the Ancient Egyptian writing system, the children will use a hieroglyphic alphabet chart to write positive affirmations or personal "cartouches" (nameplates), combining literacy with self-reflection. Daily mile running the length of the River Nile</p>	<p>Novel Study Text: Secrets of a Sun King-Emma Carroll</p>	<p>Mathematics:</p> <p>Shape Measurement Position and direction Ratio and proportion</p>
<p>Oracy Physical: Hot Seating in English. Using the face to convey the character's internal emotions and adopting specific postures and gestures that reflect the character's background. Linguistic: To use an increasingly sophisticated range of sentence stems with accuracy. Cognitive: History – give reasons to support views when describing significant achievements of the Egyptians and using appropriate vocabulary to communicate this. Social and Emotional: Using 'agree, build and challenge' as a framework for structured collaborative talk with children respectfully questioning a viewpoint.</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Statistics Time</p>
<p>Environment and Community Litter pick on the school field in preparation for the field opening in the summer term. Weeding and tending the raised planters in the playground.</p>		

	Science 	History  (This continues into Summer 1)	RE 
Unit title:	Subject: Biology Unit: Animals including humans	Themes: Location Unit: What were the Ancient Egyptian's most significant achievements?	Theme: Christianity – Salvation Unit: What difference does the resurrection make to Christians? (Unit 40)
Builds On:	Year: 4 Term: Autumn Unit: Animals including humans	Year: 5 Term: Summer 1 Unit: Where can we see the influence of Ancient Greece today?	Year: 4 Term: Spring 2 Unit: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)
Memory Master:	Label digestive system. Revisit food groups and why they are needed.	Write one aspect of how Ancient Greece influenced today and revisit chronology of Ancient Egypt and Ancient Greece.	Children explain why Christians call the day Jesus died 'Good Friday'?
Lesson Sequence:	I can identify and name the main parts of the human circulatory system.	What and when were the four ancient civilisations?	Why do Christians believe Jesus was resurrected?
	I can identify and name the main parts of the heart.	How was religion similar and different for the four ancient civilisations?	How do many churches mark Good Friday and Easter Sunday?
	I can investigate which activity increases my heart rate the most.	How was agriculture similar and different for the four ancient civilisations?	What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?
	I can identify how humans can live a healthy lifestyle. Show what you know	How was communication similar and different for the four ancient civilisations?	When and why might a Christian have to stand up for their beliefs? Why do Christians have hope even when someone dies? What difference does the resurrection make to Christians? Show what you know
Composite:	Scientific enquiry to answer question, 'Blood carries oxygen around the body, the muscles need more oxygen during exercise, so your heart works harder to supply more oxygen. What if your body is still – headstand, raised arms, balance, plank?	Children create a mind map of the ancient civilisations detailing their similarities and differences in religion, agriculture and communication.	Children design a card that Christian might send using a verse or their own words to share the Christian message of salvation and life after death.
Impact:	Children know names of main parts of human circulatory system, and describe functions of the heart, blood vessels and blood. They understand impact of diet, exercise, drugs and lifestyle on how bodies function.	Children will be using a range of sources and be able to create a testable hypothesis about the past. They will be able to describe characteristic features of the time and describe key changes using appropriate vocabulary to communicate this.	Children can outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. They can explain what Christians mean when they say that Jesus' death was a sacrifice. They make connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways.

	Art and Design 	Physical Education 	Sport 	Computing 
Unit title:	Technique: Painting Artist: Beatrix Potter	Learning focus: Creative Unit: REAL PE	Unit: Cricket	Area: Programming Unit: Variables in games
Builds On:	Year: Term:	Year: 6 Term: Autumn 1 Unit: REAL PE	Year: 5 Term: Spring 2 Unit: Cricket	Year: 5 Term: Summer 2 Unit: Selection in quizzes
Memory Master:		N/A	What do you remember about cricket? How do you keep safe when playing cricket?	Revisit vocabulary: selection, condition, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, input, implement, test, run, setup, operator
Lesson Sequence:	Artist: I can recall the key features of illustrator Beatrix Potter.	Warm up games Like clockwork Balance dice frenzy Fundamental Movement Skills Static balance – Floor work Static balance – Seated balance	I can retrieve, catch, intercept, and stop a ball when fielding.	I can define a variable as something that is changeable.
	Imitate: I can draw paying attention to proportion, shape and form.		I can play shots that allow the ball to be hit to different areas of the field into spaces	I can explain why a variable is used in a program.
	Experiment: I can experiment with watercolour techniques. I can blend and mix harmonious colours.		I can bowl overarm.	I can choose how to improve a game by using variables.
	Plan: I can plan the composition of my painting.		I can use skills and tactics to outwit opponents when fielding.	I can design a project that builds on a given example.
	Create: I can create my own watercolour illustration.		I can use skills and tactics to outwit opponents when batting.	I can use my design to create a project.
	Evaluate: I can review and revisit my creation.		I can participate in competitive games.	I can evaluate my product.
Composite:	Children will be able to apply their knowledge and skills in watercolour painting to create their own illustration inspired by Beatrix Potter.	Children will develop and apply their seated balance and floor work balance.	Games in groups of 8/10 played in pairs. The bowling/wicket keeping pair take turns to bowl an over from either end. Batting pair starts with 10 runs, they add to their score each time they score a run (or 4 or 6) The pair lose 4 runs if either batter gets out – bowled, run or caught.	Children explore variables when designing and coding their own game.
Impact:	Children can use watercolour techniques to create texture. The children will have developed their understanding of an illustrator and have used their sketchbooks to experiment, develop their ideas and reflect on their skills.	REAL PE – Creative (Adapt/change activities) Children can change tactics, rules or tasks to make activities more fun or more challenging.	Children can retrieve, intercept and stop a ball, with accuracy, confidence, and control. They can bowl using an overarm technique. They use skills and tactics to outwit opponents when fielding, bowling, and batting.	Children know that important features of a variable are that it can be set, can be changed and has a clear name and it can hold both numbers or letters. They know that a variable can only hold one value at any one time and when a variable is changed it is replaced by a new value. They know aspects of a program that can be set and changed with variables e.g. points scored, loves lost or time left. They know that variables should not include a space and contain enough information to be identified and the value of a variable is usually set at the beginning of a program.

	PSHE 	PSHE 	PSHE (Money and Careers Week) 	Spanish 
Unit title:	Brook Learn 1 Unit: Online Friendships and Keeping Safe	Brook Learn 2 Unit: Skills for using the Internet safely	Theme: Managing my money	Unit: El Fin De Semana (<i>The Weekend</i>)
Builds On:	Year: 5 Term: Spring 2 Unit: Who Contacts You Online?	Year: 6 Term: Spring 2 Unit: Online Friendships and Keeping Safe	Year: 5 Term: Spring 2 Unit: Why is money so important?	Year: 6 Term: Autumn 2 Unit: En El Colegio (At School)
Memory Master:	What might concern you online and how would you get support?	Create a 'web' to show how pictures can be shared with others online.	Show three ways that you can be wise with money.	Revisit school subject vocabulary and say what they like and dislike. Revisit telling the time (to the hour).
Lesson Sequence:	I can understand the dangers of taking personal photographs and sharing them online.	I can understand the dangers of chatting to strangers online.	I can understand the different ways to keep track of money.	I can tell the time in increments of five.
			I can understand what influences people's spending decisions.	I can use phrases and vocabulary to describe activities.
				I can rehearse vocabulary through listening and speaking activities.
				I can integrate a time phrase and connectives for activities.
			I can say what time I do activities and give my opinion on these.	
Composite:	Debate scenarios related to sharing images online.	Create a list of 'rules' to protect themselves online.	Create a weekly budget sheet for yourself or a famous character.	Children will present an account of what they do and at what time at the weekend.
Impact:	Children will be able to make informed decisions about what to share online.	Children will be able to identify risky behaviours from others online and make informed choices about their interactions with others.	Children will be able to make more informed choices about their spending, in the future.	Children will be able to ask what the time is and tell the time. They will learn how to say what they do at the weekend and to integrate connectives into their work.