

St Dennis Primary Academy

Year: 6

Term: Summer 1

Curriculum Drivers

Big Question: What were the Ancient Egyptian's most significant achievements? (continued)

Stunning Start: 'Wrap the Mummy' and mummifying a fish

Fabulous Finish: Making clay canopic jars

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



English (continued from Spring 2)

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)

Novel Study Text: Secrets of a Sun King-Emma Carroll



Assembly Theme: Friendship

Emotional Literacy: The toolbox / When to use yellow zone tools/ Stop and use a tool

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



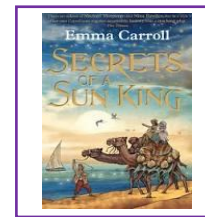
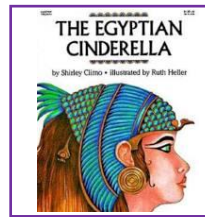
Oracy

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.



SATs reading and SPaG revision

Mathematics:

Revision for SATs









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.



	Science (continued from Spring 2) 	History (continued from Spring 2) 	RE 
Unit title:	Subject: Biology Unit: Animals including humans	Themes: Location Unit: What were the Ancient Egyptian's most significant achievements?	Theme: Christianity – Kingdom of God Unit: For Christians, what kind of King is Jesus? (Unit 41)
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: Summer 1 Unit: When Jesus left what was the impact of Pentecost? (Unit 26)
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.	Revisit the Lord's prayer, focussing on the good news Christians believe Jesus brings.
Lesson Sequence:	I can identify and name the main parts of the human circulatory system.	Why was Ancient Egypt established?	In Jesus' parables, who is invited into God's kingdom?
	I can identify and name the main parts of the heart.	What was the significance of the Rosetta Stone?	According to Jesus' teachings, how important is forgiveness in God's kingdom?
	I can investigate which activity increases my heart rate the most.	Why were the pyramids significant? Why was the Nile significant to the Ancient Egyptians?	How does Christian Aid try to make the world more like God's kingdom?
	I can identify how humans can live a healthy lifestyle. Show what you know	What were the significant achievements of the Ancient Egyptians?	How do Christians see God's kingdom as being now and in the future? For Christians, what are the features of God's kingdom and Jesus' kingship? How do Christians try to live in God's kingdom? 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 diamond nine listing the Ancient Egyptians' significant achievements.	Children list at least three characteristics of Jesus' kingship, from their learning so far.
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 explain connections between biblical texts and the concept of the kingdom of God. They can consider possible meanings for the biblical texts studied, showing awareness of different interpretations. They can make connections between belief in the kingdom of God and how Christians put their beliefs into practice and show how Christians put their beliefs into practice in different ways.

	Music 	Physical Education 	Sport 
Unit title:	Unit: You've got a friend	Learning focus: Physical Unit: REAL PE	Unit: Tennis
Builds On:	Year: 6 Term: Spring 1 Unit: Happy	Year: 6 Term: Spring 2 Unit: REAL PE	Year: 5 Term: Summer 1 Unit: Tennis
Memory Master:	Play different sequences of notes using A, B, G	N/A	N/A
Lesson Sequence:	<p>I can talk about how music makes me feel and compare songs by the same composer.</p> <p>I can explore rhythm and pitch in copyback and question and answer games.</p> <p>I can learn and sing 'You got a friend' as part of a group.</p> <p>I can play an accompaniment to the song on a glockenspiel by learning a selection of riffs.</p> <p>I can improvise with the song by using a selection of the riffs we have learned</p>	<p>Warm up games Continuous throwing relay Ball champs</p> <p>Fundamental Movement Skills Dynamic balance to agility – Jumping and landing Static balance – One leg balance</p>	<p>I know and can describe the correct grip and stance when holding a racket.</p> <p>I can adopt a good ready position & move with purpose.</p> <p>I can play shots overhead and on the forehand and backhand side of the body.</p> <p>I can hit the ball accurately and with control whilst moving at a quick pace.</p> <p>I can employ tactics in games.</p> <p>I can participate in games following the rules and scoring correctly</p>
Composite:	Children will perform their improvisations.	Children develop and apply their jumping and landing and one leg balance.	1 v 1 game on a long and narrow court. Aim of the game is to score points by hitting a ball into your opponent's court and the ball bouncing twice
Impact:	Children develop their appreciation of different music. They are able to learn a selection of riffs, reading music and creating their own notation. They continue to develop their performance skills.	REAL PE – Physical Cog Children can link actions together so that they flow and can perform a range of skills fluently and accurately.	Children can hit the ball with purpose, varying speed, height, and direction and 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 and apply the principles of attacking. They can adopt a good ready position and show good position on court.

	PSHE 	PSHE 	PSHE (Environment Week) 
Unit title:	Brook Learn 1 Unit: Social Media	Brook Learn 2 Unit: Feelings and Common Anxieties When Changing Schools	Theme: Sustainable development
Builds On:	Year: 6 Term: Spring 2 Unit: Skills for Using the Internet Safely	Year: 5 Term: Summer 1 Unit: Managing Challenges and Change	Year: 5 Term: Summer 1 Unit: Climate change
Memory Master:	Discuss the potential dangers of speaking to strangers online.	Create a timeline, showing how emotions might change through the course of a day.	Name different ways that climate change is having an impact on our planet.
Lesson Sequence:	<p>I recognise what wellbeing and social media mean.</p> <p>I can describe actions a person can take to look after their wellbeing with a balance of online and offline activities.</p> <p>I can evaluate the positives and negatives of social media.</p>	I can identify feelings people might experience when starting a new school / moving to secondary school (KS3).	<p>I can explain what sustainable development is.</p> <p>I can promote sustainability.</p>
Composite:	Create a wellbeing action plan	Circle Time about the worries pupil are experiencing about changing schools.	Create posters/images/labels to go around school to promote sustainability. For example switching off lights, using less water, reducing waste etc.
Impact:	Children will be able to make more informed choices about using social media safely	Children will have advice and support about changing schools and will feel better equipped for what is to come.	Pupils will promote the importance of sustainability to others, having a positive impact on the environment.