


<p>Topic Name – Black and British Disposition Developing Compassion: Being Regardful of Suffering</p> 	<p>Year Group - Year 6 Summer 2 Topic Purpose Question: How can understanding the past help us understand the future?</p>	<p>Curriculum Coverage: History Topic Purpose: To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Gain a historical perspective by placing their growing knowledge into different contexts of local, regional, national and international history. To find links between cultural, political and social history.</p>	<p>Class Novel: Freedom Purpose: A compassionate and powerful book, which has topic specific vocabulary.</p>
<p>Links to previous topics. Year 2 Explorers Year 3 The Romans Year 4 Anglo-Saxons Year 4 Vikings Year 4 Benin Year 5 Industry Year 6 World Wars Year Who am I?</p> <p>Links to future topics.</p>	<p>Science Light Pupils should build in light from Year 3, exploring the way that light behaves, including light sources, reflections and shadows. They should talk about what happens and make predictions.</p> <p>Pupils could work scientifically by deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experiences of light by looking at an arrange of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>History Understand complexity of people’s lives, the process of change and the diversity of societies.</p> <ol style="list-style-type: none"> How shall we tell the story of the first Black people in Britain? What does the evidence tell us about the role of Black people in Tudor society? What difference did the slave trade make to the experiences of Black people in Britain? When Black people rushed to enlist why has Black peoples’ role in World War One and Two rarely been celebrated? From Windrush to “Notting Hill”: what was the experience of the first post-war Black immigrants? How far has life improved for Black people living in Britain in the last 60 years? 	<p>PSHE Changing Me My Self-image Puberty Talk* The Year Ahead</p> <p>*-requires parental permission and nurse led.</p>
<p>PE</p> <p>Football led by the class teacher</p> <p>Set up shooting opportunity for a teammate. Restrict an opponent’s space by defending. Perform a penalty kick with power and accuracy. Attack and shoot as a pair. Perform the role as cover defender to stop the opposition attack. To use close control to keep the ball under control when in possession.</p> <p>Cricket led by the sports coach during PPA</p> <p>To throw under and catch using an accurate underarm throwing technique. Use a range of throwing techniques to suit the situation. To bowl using an overarm technique. To be able to perform a straight drive using the 5 S’s. Know when to run as a bats person what to call and how to carry the bat. Play games using the rules of cricket and putting the new skills into practise.</p>	<p>Recognise that light appears to travel in straight lines. Purpose Question: Love to Investigate – How does light travel?</p> <p>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.</p> <p>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. Purpose Question: Love to Investigate – Can you see through it? /What is a reflection?</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Purpose Question: Love to Investigate – What colour is a shadow.</p> <p>Key Vocabulary: refraction, reflection, light, spectrum, rainbow, colour</p> <p>Oracy Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> Initially we could consider... I would like to start by saying... Let’s also think about... We haven’t yet discussed... Having considered the evidence, I would like to begin by saying... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> Adding onto what ___ said... Building on ___ point... Developing your point further... I agree with you and to elaborate on your point... In addition to ___ point... To further elaborate on ___ idea... I would like to elaborate on ___ idea... <p>Challenge – disagree or present an alternative argument.</p> <ul style="list-style-type: none"> I don’t think... Have you thought about ___? I disagree with... 	<p>Chronology: Uses more sophisticated time markers within, as well as between periods and sequence these on a timeline.</p> <p>Cause and Consequence: Thinking about causes being connected in some way, one causes might be linked to another making the event much more likely to happen. Express explanation e.g. The main reason was..., Also important..., Some people think...</p> <p>Interpretation: Children have a solid understanding that interpretations might differ depending on the aspect that people are looking at, views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</p> <p>Key vocabulary: Summarise, context, trends, abolition, commonwealth, discrimination, migrant, prejudice, racism, segregation, Windrush</p>	<p>Design Technology Textiles – Piece of clothing</p> <p>Textiles – Using a template when cutting fabric to ensure they achieve the correct shape. Using pins effectively to secure a template to fabric without creases or bulges. Marking and cutting fabric accurately, in accordance with their design. Sewing a strong running stitch, making small, neat stitches and following the edge. Tying strong knots. Decorating a waistcoat, attaching features (such as appliqué) using thread. Finishing the waistcoat with a secure fastening (such as buttons).</p> <p>Design: Designing a piece of clothing in accordance to a specification linked to set of design criteria. Annotating designs, to explain their decisions.</p> <p>Make: Using a template when cutting fabric to ensure they achieve the correct shape. Using pins effectively to secure a template to fabric without creases or bulges. Marking and cutting fabric accurately, in accordance with their design. Sewing a strong running stitch, making small, neat stitches and following the edge. Tying strong knots. Decorating a piece of clothing attaching features (such as appliqué) using thread. Finishing with a secure fastening (such as buttons). Learning different decorative stitches. Sewing accurately with evenly spaced, neat stitches.</p> <p>Evaluate: Reflecting on their work continually throughout the design, make and evaluate process.</p>
<p>Computing Programming B – Sensing movement</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>To identify a variable in an existing program. To experiment with the value of an existing variable. To choose a name that identifies the role of a variable to make it more usable (to humans). To decide where in a program to set a variable. To update a variable with a user input. To use an event in a program to update a variable. To use a variable in a conditional statement to control the flow of a program. To use the same variable in more than one location in a program.</p> <p>Key Vocabulary: Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, Input, condition, variable, sensing, accelerometer, value.</p>	<p>RE Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p>Disposition: Being reflective and self-critical</p> <p>Note: This enquiry is taught in 2 sections over the term</p>	<p>Spanish Planning through Language Angels</p> <p>Unit: At the weekend</p> <p>Music Taught through Junior Jam during PPA</p> <p>Keyboards Level 1</p> 