

Year 6 Summer Term Curriculum - Light and Dark

The Big Question: How does light and the absence of light affect the world around us?

Theme Words: Belonging, Self- Acceptance, Commitment, Communication

Visitor/Visit

Topic Linked Subjects

English

Class Texts :

“Letters from the Lighthouse” and “Anne Frank’s Diary”
Did the absence of light in WW2 cause more harm than good?

- Continue to recognise vocabulary and structures appropriate for formal speech /writing
- include subjunctive forms in writing
- continue to use passive verbs to affect the understanding of information
- continue to use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- continue to use modal verbs or adverbs to indicate degrees of possibility
- continue to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely
- indicate grammatical and other features in writing through a wide range punctuation
- use commas appropriately and without error to clarify meaning or avoid ambiguity in writing
- continue to use hyphens to avoid ambiguity
- consolidate use of brackets, dashes or commas to indicate parenthesis
- consolidate use of semi-colons, colons or dashes to mark boundaries between independent clauses
- consolidate use of a colon to introduce a list - continue to punctuate bullet points consistently
- use, discuss and understand grammatical terminology when discussing writing and reading.

History

Topic : WW2 The

Blackout

How did The Blackout affect lives in ww2?

- Choose reliable sources of information to find out about the past.
- Give reasons why changes may have occurred backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect and influence life today.
- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.
- Use ICT to plan and present a self-directed project or research about the studied period.

Science

Topic : Light and

Electricity

*How does light enable humans to see?
 How are electricity and artificial light sources linked?*

- 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
- Recognise that light travels in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out and reflect light into the eye
- Explain why shadow same shape as the objects that cast them
- Use recognised symbols when representing a simple circuit in a diagram
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use test results to make predictions to plan further comparative and fair tests
- Take measurements, using a range of scientific equipment, with increasing

	accuracy and precision, taking repeat readings when appropriate.
Art <i>Topic: Light in The World Around us</i> <i>How does light affect photographs?</i>	<ul style="list-style-type: none"> • Explore ideas using digital sources • Record, collect and store visual information digitally • Present recorded visual images using software • Use a graphics package to import or create/manipulate images • Use the computer to create a design and print onto fabric using transfer paper
Discreet Subjects	
Maths	<u>White Rose Topics Covered</u> <ul style="list-style-type: none"> • Statistics • Geometry: Properties of Shape • Consolidation of topics
RE	<u>Easter to Pentecost</u> <ul style="list-style-type: none"> • To make links between Christian's beliefs and actions surrounding The Eucharist • To explain what happened after Jesus was buried • To compare Mark and Luke's Gospel accounts of The Resurrection • To explain the importance of Pentecost • To research the life of a Martyr • To show an understanding of how religious beliefs shapes lives <u>Called to Serve</u> <ul style="list-style-type: none"> • To learn about Jesus' teachings and examples of service • To recognise that God has given us all gifts and talents and the importance of using them to serve • To understand the gifts of The Holy Spirit • To understand how our beliefs around service can influence our actions in serving God and others.
PSHE	<u>British Values</u> L2. to recognise there are human rights, that are there to protect everyone L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <u>HRSE Journey in Love</u> H26. that for some people gender identity does not correspond with their biological sex H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹ H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves <u>Transition from Primary School</u> H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages L30. about some of the skills that will help them in their future careers e.g.

	<p>teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
<p>Computing</p>	<p><u>Coding</u></p> <ul style="list-style-type: none"> •recognise, and make use, of patterns across programming projects • write precise algorithms for use when programming •identify variables needed and their use in selection and repetition •decompose code into sections for effective debugging •critically evaluate my work and suggest improvements • use a range of sequence, selection and repetition commands combined with variables as required to implement my design •create procedures to hide complexity in programs •identify and write generic code for use across multiple projects • critically evaluate my work and suggest improvements • identify and use basic HTML tags (See Computer Networks objectives) <p><u>Text Adventures</u></p> <ul style="list-style-type: none"> •mix animations and videos recordings of myself to create video interviews •plan, script and create a 3D animation to explain a concept or tell a story •choose and create different types of animations to best explain my learning <ul style="list-style-type: none"> •understand what HTML is and recognize HTML tags • I know a range of HTML tags and can remix a web page • create a webpage using HTML <p><u>Photography and Digital Art</u></p> <ul style="list-style-type: none"> • edit a picture to remove items, add backgrounds, merge 2 photos •evaluate and discuss images explaining effects and filters that have been used to enhance the media • Use a 3D drawing app to create a realistic representation of world objects <p><u>Virtual Reality</u></p> <ul style="list-style-type: none"> •create and upload my own VR Google Expedition •create an interactive poster using AR •explain how VR and AR works <p><u>Ongoing through cross-curricular</u></p> <ul style="list-style-type: none"> ●To know to use different passwords for a range of online services ●To describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories) ●To know what to do if my password is lost or stolen ●To use search engines effectively ● To explain how search engines work and how results are selected and ranked ●To develop positive relationships online and report issues ●To add voice over and edit sound clips ●To confidently choose the best application to demonstrate learning •To format text to suit a purpose •To publish my documents online regularly and discuss the audience and purpose of my content choose applications to communicate to a specific audience • demonstrate the use of search tools to find and access online content which can be reused by others • demonstrate how to make references to and acknowledge sources I have used from the internet

PE	<p>Rounders</p> <ul style="list-style-type: none"> • Practise passing, tackling, evading & scoring techniques. • Adapt skills and vary tactics to outwit opponents. • Apply basic principles of attack and defence. • Make a team plan and communicate it to others. <p>Athletics</p> <ul style="list-style-type: none"> • run at speed and perform a relay change-over • combine running and jumping <i>e.g. running long jump, high jump with scissor kick</i> • throw with greater accuracy and efficiency of movement <i>e.g. transfer of weight from back foot to front foot</i> <p>Dance</p> <ul style="list-style-type: none"> • create longer, more challenging dance phrases to communicate an idea • demonstrate different dance actions with clarity <i>e.g. travel, turn, jump, stillness, gesture</i> • develop dynamic qualities of movement in a routine <i>e.g. speed, energy, timing, continuity</i> • develop use of space within a routine <i>e.g. levels, directions, pathways, size and body shape</i> • develop different relationships within a routine <i>e.g. unison, canon, physical contact, complementary and contrasting</i>
French	<ul style="list-style-type: none"> • Conjugate familiar verbs in the present tense <i>e.g. être, avoir, aller, jouer, aimer, manger</i> • Read back and understand their own and others work • Recite a short poem with good pronunciation
Design and Technology	<ul style="list-style-type: none"> • Use the correct vocabulary appropriate to the project. • Join materials using appropriate methods. • Create 3-D textile products using pattern pieces. • Understand pattern layout with textiles. • Work back into prints with stitching, collage, drawing etc.. • Show precision in techniques • Learn a new technique not taught eg. Felting
Music Summer Production	<ul style="list-style-type: none"> • develop my understanding and ability to identify music from different times and cultures • make informed suggestions of suitable pieces of music for various occasions • sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2 / 3 parts) • perform with good understanding of the mood to be created • practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience.