



# Land of the Rising Sun

## Year 6

### Summer 1



Land of the rising sun

Science  
Light

Art and Design  
Weaving, different styles

PE  
Cricket

RE  
Islam: Beliefs and moral values

Computing  
Programming: My Scratch Class  
Badge

PSHE  
Relationships

French  
Holidays, accommodation, travel

Science

<b>Light</b>		<b>Term: 5</b>	<b>Year: 6</b>
<b>Foundations of previous learning:</b> <b>Year 3</b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
recognise that light appears to travel in straight lines  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  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  use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Use complex science words correctly Use science models to explain Draw diagrams to describe & explain Describe changing patterns, trends & relationships Use primary / secondary data in my conclusions	To know how light travels. To know what happens when light hits an object. To know how we can see around corners. To know how shadows form.	Light source Luminous non-luminous energy absorbed reflected transmitted scattered shiny opaque  reflective transparent translucent image plane concave convex mirror shadow.
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	Explaining science Making conclusions (See Phil Watkins Assessment boards)	How does light travel? What happens when light hits an object? How can we see around corners? How do shadows form?	

Art and Design

<b>Weaving, different styles</b>		<b>Topic: Land of the rising sun</b>	<b>Term: Summer 1</b>
<b>Foundations of previous learning:</b> Children will have experienced using first hand observations and different viewpoints to develop representations that are more abstract.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught:  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Weave using paintings as a stimulus Investigate different styles of art Use a range of variety of mediums to create artwork in different styles Include increased detail within work. Create work on a larger scale as a group	Weave using paintings as a stimulus Investigate different styles of art Use a range of variety of mediums to create art work in different styles I know how to weave using wool. I can use different mediums in art to create different styles of work.	Weave Stimulus Wool Loom Frame Wrap
	Assessment of Skills	Assessment of Knowledge	
	Weave using paintings as a stimulus Use a range of variety of mediums to create artwork in different styles	Can you collaborate with others to create a final piece of artwork? Can you use a variety of mediums effectively to create different styles of artwork? Can you add increased detail into your artwork?	

Physical Education

<b>Cricket</b>	<b>Term: Summer 1</b>	<b>Year: 6</b>
<p><b>Foundations of previous learning:</b>          Year 5:          Use different ways of bowling.          Bowl underarm accurately.          Vary how they bowl.          Bat effectively, using different types of shots.          Field with increased accuracy.          Throw over arm with accuracy and for a good distance.          Hit the ball from both sides of the body.          Direct the ball away from fielders, using different angles and speeds.          Plan to outwit the opposition individual, as a pair or as a team, when they are batting, bowling and fielding.          Gauge when to run after hitting the ball.          Use tactics which involve bowlers and fielders working together.          Make up their own warm up and explain how it is organised.          Know the importance of particular types of fitness to the game.          Recognise their own and others strengths.          Identify what they need to improve in their performances and suggest how they could do this.  <i>Assessment: Hit the ball from both sides of the body, directing it away from fielders during striking and fielding games.</i></p>		
<b>Unit Learning</b>		
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Strike a ball in a variety of ways into space and bowl accurately to an opponent whilst having a positive influence on my team.</p> <p>Use tactics effectively to plan my approach for attacking and defending in a range of invasion games.</p> <p>Show control and sportsmanship in victory and congratulations in defeat, ensuring reflection is taken on how to improve for next time.</p> <p>I can use tactics in both bowling and fielding to gain an advantage in the game of Cricket.</p> <p>I can identify strengths and areas for development in a player's performance.</p> <hr/> <p align="center"><b>Assessment</b></p> <p>Use tactics which involve the bowler and fielders working together, or batting at different angles and speeds in striking and fielding games.</p>	<p>Cricket          Opponent          Bowler          Batting          Fielding          Strike          Aim          Drives          Cuts          Hooks          Blocks          Wicket</p>

Religious Education

Islam: Beliefs and Meaning		Year: 6	Term: Summer 1	
<b>Foundations of previous learning:</b> To know how Muslims show their commitment to their faith – prayer. To understand that prayer forms a part of Muslims daily life. To understand why Muslims visit the Mosque and how this develops a sense of belonging. To know that Muslims perform pilgrimage (Hajj). To know who Muslims pray to.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<b>Does Belief in Akhirah (life after death) help Muslims lead better lives?</b> <ul style="list-style-type: none"> <li>To know that the concept of Jihad can be interpreted differently leading to different actions and consequences.</li> </ul>	<b>Thinking about religion and belief</b> Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world <b>Enquiring, investigating and interpreting</b> Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression <b>Beliefs and teachings (what people believe)</b> Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. <b>Practices and lifestyle (what people do)</b> Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. <b>Expression and language (how people express themselves)</b> Compare the different ways in which people of faith communities express their faith. <b>Identity and experience (making sense of who we are)</b> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <b>Meaning and purpose (making sense of life)</b> Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <b>Values and commitments (making sense of right and wrong)</b> Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply	To understand how motivation can lead to differences in actions. To know that everyone has different interpretations of what a 'good' life is. To know that a Muslims interpretation of a good life is influenced by the five pillars. To know that Muslims believe Allah will judge them on the good and bad things they do. To know that Muslims, like Christians, believe in Akhirah (life after death). To know that Jihad means 'effort' or 'struggle'. To understand what being 'righteous' means to Muslims. To understand that their Greater Jihad is the effort Muslims put in to overcoming struggles.	Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah War Allah Teachings Choice Surah Righteous	
	<b>Assessment of Skills</b>		<b>Assessment of Knowledge</b>	
	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.  I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.		I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.	

## Computing

My Scratch Class Badge		Topic: Programming	Year: 6	Term: Summer 1
<p><b>Foundations of previous learning:</b> Children from Year 5 are be able to...</p> <ul style="list-style-type: none"> <li>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>refine a procedure using repeat commands to improve a program.</li> <li>use a variable to increase Coding possibilities.</li> <li>change an input to a program to achieve a different output.</li> <li>use 'if' and 'then' commands to select an action.</li> <li>talk about how a computer model can provide information about a physical system.</li> <li>use logical reasoning to detect and debug mistakes in a program. logical thinking, imagination and creativity to extend a program.</li> </ul>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Computer Science:</b> Use variables in more complex ways to manipulate inputs to create useful outputs. To program own game, choosing objects and events, using formula in your code. Understand how computers use property values and parameters to store information about objects. Can write a code that detects the distance and angle of a drag and uses these values to set the parameters for how an object moves.</p>	<p>To deconstruct a problem into smaller steps, recognizing similarities to solutions used before. To recognise when I need to use a variable to achieve a required output. To explain and program each of the steps in my algorithm to achieve a planned outcome. To evaluate the effectiveness and efficiency of my algorithm while you continually test the programming of that algorithm. To use logical reasoning to detect and correct errors in algorithms and programs.</p>	<p>Abstraction Algorithm Broadcast Collaboration Computational thinking Control Debug Decomposition Design Effect Event Forever Imagine Implement</p> <p>Input Make mistakes Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Variable X position / Y position</p>	
	<b>Assessment of Skills/Assessment of Knowledge</b>			
	<p>Can you use an operator block to make use of a variable? Can you talk through the algorithm you are using? Can you use variables to achieve a required output? <b>Can you design and program an algorithm using a pattern you have used before?</b></p>			

<b>Relationships</b>		<b>Jigsaw</b>	<b>Year: 6</b>	<b>Term: Summer 1</b>
<b>Foundations of previous learning:</b> Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Y3 – I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices Y4 - I can explain different points of view on an animal rights issue and express my own opinion and feelings on this Y5 - I can explain how to stay safe when using technology to communicate with my friends, I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>		<b>Outcomes</b>		<b>Vocabulary</b>
My relationship web Love and loss Power and control Being safe with technology		I can identify the most significant people to be in my life so far I understand how it feels to have people in my life that are special to me I know some of the feelings we can have when someone dies or leaves I can use some strategies to manage feelings associated with loss and can help other people to do so I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening I can take responsibility for my own safety and well-being I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being		Significant Special Feelings Loss Death Grief Grieve Emotions Strategies Power Control Technology Safety Well being
		<b>Assessment</b>		
		I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control		

MFL

Holidays, Accommodation, travel.		Lessons 15-20	Year: 6	Term: Summer 1
<p><b>Foundations of previous learning:</b>            Y3: numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play, Be able to ask for and state age and know colours in French, names of fruit and food items, days of the week and months of the year.            Y4: Parts of the body, adjectives, how to ask for French translation, zoo animals, some letters of the alphabet, quantifiers, Members of the family, possessive adjectives, ask and answer questions about family members, vocabulary for story and pets, Dictionary skills, playground song and activity, hobbies, opinions, numbers 12-31, two weather expressions, quantifiers and clothes items for packing a suitcase            Y5: Buildings on the high street, directions, how to ask where places are, pause words and times of the day, Future tense, Numbers 31-50, Comparisons, Food and Breakfast items, Ingredients for a French desert, Weather, Seasons and Saying where you live            Y6 Autumn term: Classroom routines, Describing the weather, Following instructions, Justifying opinions, Occupations and Playing games            Y6 Spring term: Homes, Adjectives, furniture</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Listen attentively to spoken language and show understanding by joining in and responding  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  Engage in conversations; ask and answer questions  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Read carefully and show understanding of words, phrases and simple writing  Appreciate stories, songs, poems and rhymes in the language	Write a short letter in French Read authentic texts for enjoyment and for information Write a programme of activities. Prepare a presentation Plan and prepare collaboratively Perform to an audience Construct a short paragraph independently.	Accommodation Travel Holidays	On va rester dans Un hotel Un apartment Un gite Un camping On va aller Prendre	En bateau En avion En voiture En train D'abord Plus tard Names of places
	Assessment of Skills	Assessment of Knowledge		
	Construct a short paragraph independently. Perform to an audience	Where will you stay? How will you get there? Where will you go?		