

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 6 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

GeographyDriver: Human and Physical

Key Enquiry:

Geography Driver

What I need the children to learn	Possible learning experiences
Human and Physical Geography	
<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	
<ul style="list-style-type: none"> • Know the names of and locate some of the world's deserts • Can I understand how biomes are being damaged around the world? • Can I understand what affects a biosystem? 	<p>Changing landscapes – contrast Dubai Climate zones – science reflection/ refraction of light Map work – big maps looking at deserts Mojave desert – Monument Valley</p>
Human and Physical Geography	
<i>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>	
<ul style="list-style-type: none"> • Know why are industrial areas and ports are important • Know main human and physical differences between developed and third world countries • Compare our local area with cities from Russia exploring how land use has changed over time? 	<p>Agriculture around the world Research natural resources and production countries Contrasting countries – Russia – culture/ schools</p>

Computing

What I need the children to learn	Possible learning experiences
Programming – Create Programs Coding – Develop programs Logical Reasoning	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>

iApp unit 1 – Computer Science

Lesson 1: iMobile

- To understand the value of mobile technology and its future development

Lesson 2: iExplore

- To explore event-driven programming using a text-based programming language

Lesson 3: iPaint

- To understand the importance of decomposition (breaking a problem into smaller parts and solve one part at a time)
- To understand that variables contain values

Lesson 4: iTap

- To use algorithms to develop a solution to a problem
- To translate algorithms into code
- To use abstraction and functions in programs

Lesson 5: iPlan

- To understand that apps are computer programs that are developed according to a plan

Lesson 6: iDevelop

- To develop an app according to a plan

<https://www.icompute-uk.com/members-area/uks2/index.html> and select Year 6 and then iApp unit 1

Computer Science – Knowledge Components

Working Towards

Meeting

Greater Depth

Declarative Knowledge		Procedural Knowledge		Declarative Knowledge		Procedural Knowledge		Declarative Knowledge		Procedural Knowledge																		
Pupils understand/know that...		Pupils know how to...		Pupils understand/know that...		Pupils know how to...		Pupils understand/know that...		Pupils know how to...																		
↗ the same 'problem' can be solved in different ways	↗ that commands can be given in shorter form	↗ the internet is a network	↗ a computer network is a group of computers that are connected	↗ search engines order the results they return	↗ write or amend computer programs to produce specific actions	↗ use iteration (repeats and loops) in algorithms and programs	↗ use a search engine to find information online	↗ decomposition means splitting a problem down into smaller parts to make problems easier to solve	↗ iteration means repeats and loops	↗ a variable is a value that can change	↗ conditional statements mean something will happen 'if' something is true	↗ the internet is an example of a computer network	↗ use search technology to find things out and check for reliability	↗ write and amend more complex computer programs to create a variety of outcomes	↗ decompose 'problems' by splitting them into smaller 'problems' and designing solutions for each part	↗ use iteration(repeats and loops), variables and conditional statements (if..then) in computer programs	↗ test computer programs and correct most errors	↗ Boolean variables can only be true or false	↗ variables can be numbers, text or lists	↗ conditional statements can be nested (e.g. if..then..if)	↗ working systematically makes bugs easier to find and fix	↗ internet search engines list search results in order of popularity	↗ special devices and services are required to connect to the internet	↗ create and use efficient methods of iteration, and nested conditional statements	↗ systematically test computer programs for bugs and make them work as expected	↗ critically analyse algorithms and programs and suggest more elegant solutions	↗ create procedures that call on other procedures (e.g. by using broadcasting blocks)	↗ use search technology and clear search terms

Music

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn

Possible learning experiences

Unit 5 – Music and Me	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> • Explain the role of a main theme in musical structure. • Know and understand what a musical introduction and outro is, and its purpose. 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Sing expressively, with attention to dynamics and articulation. • Lead a singing rehearsal. 	Video with QR qrcode monkey website
• Notation	
<ul style="list-style-type: none"> • <i>Use and understand staff and other musical notations</i> 	
Recognise how notes are grouped when notated.	
• Playing Instruments	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.	Glockenspiels and bars as a whole class
• Improvising	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.	
• Composing	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) • G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) 	Use Charanga with pupil logins to experiment with the notation maker.

<ul style="list-style-type: none"> Performing 	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> Collect feedback from the audience and reflect how the audience believed in the performance. 	<p>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</p>
<ul style="list-style-type: none"> Vocabulary 	
<ul style="list-style-type: none"> Style Indicators Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Dimensions of music Neo Soul Producer Groove Motown Hook Riff Solo Blues Jazz Improvise/improvisation, By ear Melody Solo Ostinato Phrases Unison Urban Gospel Civil rights Gender equality Unison Harmony 	

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
<p>Athletics</p> <p><i>use running, jumping, throwing and catching in isolation and in combination</i></p>	
<ul style="list-style-type: none"> demonstrate stamina and increase strength 	
<p>Competitive Games</p> <p><i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</i></p>	

<i>tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> • agree and explain rules to others • work as a team and communicate a plan lead others in a game situation when the need arises 	
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> • combine own work with that of others sequences to specific timings 	
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> • develop sequences in a specific style choose own music and style 	
Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> • plan a route and a series of clues for someone else plan with others, taking account of safety and danger 	<i>Orienteering, cross country, obstacle games linked to building stamina and resilience Links to Real PE 5</i>
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> • know which sports they are good at and find out how to improve further 	
Real P.E.	
Unit 5 Health and Fitness	
<ul style="list-style-type: none"> • I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity 	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
Knowledge <ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' 	In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.

- Know how to use technology safely and positively to communicate with their friends and family

Social and Emotional Skills

- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
- Can help themselves and others when worried about a mental health problem
- Recognise when they are feeling grief and have strategies to manage them
- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
- Can resist pressure to do something online that might hurt themselves or others
- Can take responsibility for their own safety and well-being

Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

Key vocabulary:

Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

See the link below

<https://jigsawlivescmsguk.blob.core.windows.net/umbraco-media/lzebuhel/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 6-8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

Remember this unit of work runs over both summer 1 and 2 so please be aware of this when planning you lessons.

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">U2:3</p> <p>What do religions say to us when life gets hard?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation (A3). <p>Expected:</p>	<ul style="list-style-type: none"> • Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. • Explore ways in which religions help people to live, even when times are

<ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). 	<p>tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</p> <ul style="list-style-type: none"> Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife. Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism. Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <ul style="list-style-type: none"> Listen to longer text and more authentic foreign language material. Learn to pick out cognates and 	<p>Language Angels</p> <p>Summer 1 – The Vikings Teaching Type: Progressive Unit Objective: To be able to describe myself and/or another person and talk about my daily routine. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Name the six key periods of ancient Britain in French. Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French.

familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	<ul style="list-style-type: none"> • Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.
Speaking	
<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i></p> <p><i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p> <p><i>Present ideas and information orally to a range of audiences</i></p> <p><i>Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> • Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. 	
Reading/ Writing	
<p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p> <p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></p> <p><i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> • Be able to tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters. Decode unknown language using bilingual dictionaries. • Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives (a presentation or description of a typical school day including subjects, time and opinions). 	
Grammar	
<p><i>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></p>	

Design Technology

What I need the children to learn	Possible learning experiences
Architecture	
<p><i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p>	

<ul style="list-style-type: none"> • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs 	<p>Compare buildings in Madrid to places in Dubai. Places chn have already covered in lessons What does an architect have to do? Paseo de la Castellana</p>

Cayton Creation

Visit to the beach to look at physical features

Cayton Conclusion

Desert landscape artwork

English

What I need the children to learn	Possible learning experiences
Descriptive writing Newspaper reports Arguments	

Mathematics

What I need the children to learn	Possible learning experiences
Refer to the White Rose SOL online	

<https://whiterosemaths.com/resources/primary-resources/primary-sols/>

Statistics

Properties of shape

