CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 6 – SUMMER 2

Learn from yesterday, seek today and aim for tomorrow

September 2023

ScienceDriver: Evolution and Inheritance

Key Enquiry: Have we always looked like this?

Science Driver

Working Scientifically	
❑ Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise	❑ Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
❑ Set up a fair test when needed e.g. does light travel in straight lines?	❑ Clear about what has been found out from their enquiry and can relate this to others in class
❑ Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?	❑ Explanations set out clearly why something has happened and its possible impact on other things
❑ Know what the variables are in a given enquiry and can isolate each one when investigating	❑ Aware of the need to support conclusions with evidence
❑ Justify which variable has been isolated in scientific investigation	❑ Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
❑ Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion	❑ Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class
❑ Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	❑ Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats
❑ Make accurate predictions based on information gleaned from their investigations and create new investigations as a result	❑ Frequently carry out research when investigating a scientific principle or theory
❑ Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie	

Science

What I need the children to learn	Possible learning experiences
Evolution and inheritance	
• *Identical and non identical off-spring* • *Fossil evidence and evolution* • *Adaptation and evolution*	
• Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past	***Beach trip to Robin Hood's Bay or Rotunda Museum to learn about fossils*** ***Holderness Coast – fastest eroding coastline*** ***How Earth changes and adaptations*** ***Look at Darwin and David Attenborough***

• Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is	***Galapagos Islands study*** ***Record wildlife documentaries with information found***

Science

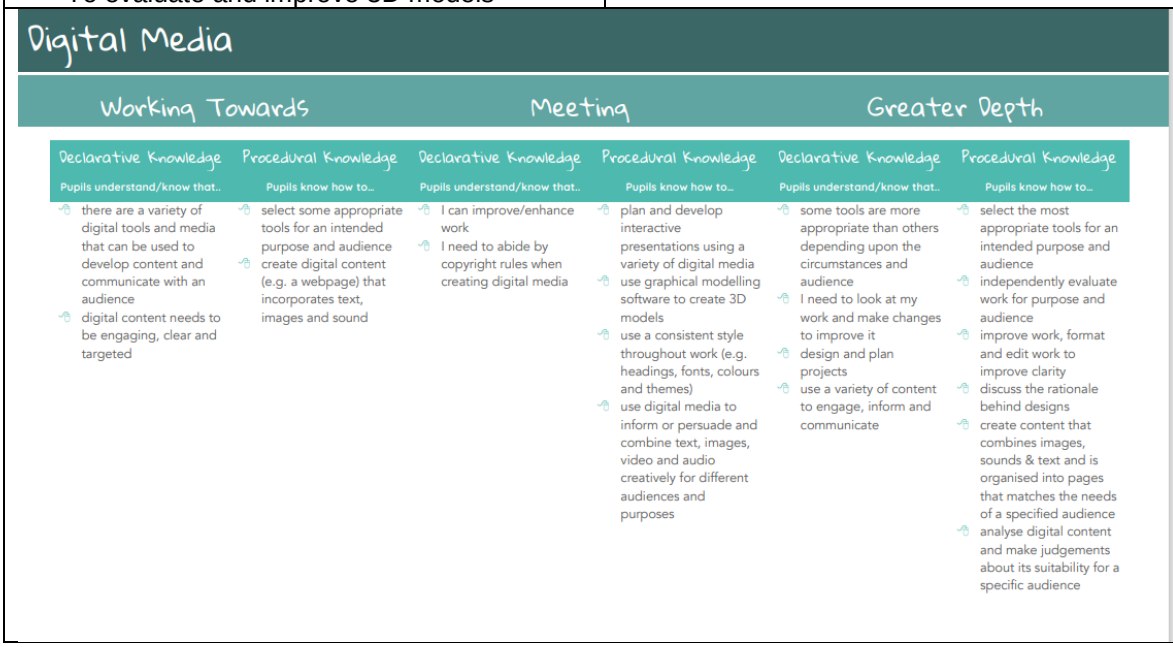
What I need the children to learn	**Possible learning experiences**
All living things and their habitats	
Classification of living things and the reasons for it	
• Classify living things ***including vertebrates and invertebrates*** into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way	***Design a zoo by classifying the animals in different ways*** ***Make a zoo programme describing the classifications – reptiles, African animals, 2 legged, flying animals***

Geography

What I need the children to learn	**Possible learning experiences**
Geographical skills and fieldwork	
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
• Use Google Earth to locate a country or place of interest to compare features eg/ to follow the journey of rivers, etc.	***Google Earth study*** ***Amazon/ Nile studies*** ***Geography around the river – History links***
Geographical skills and fieldwork	
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
• Know what most of the ordnance survey symbols stand for to explore the wider world • Know how to use six-figure grid references to explore the wider world • Do I know about time zones and work out differences?	***Map making of local area*** ***Ordinance map study*** ***Detailing maps – what features do we have locally?*** ***Grid referencing***

Computing

What I need the children to learn	Possible learning experiences
Using Programmes – Handling Data	
National Curriculum Objectives - Pupils should be taught to: *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*	**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).**
iModel unit – Information Technology Lesson 1: iShape • To understand the difference between 2D and 3D shapes • To become familiar with basic 3D modelling tools Lesson 2: iDesign • To understand that graphical models can easily be changed Lesson 3: iDevelop • To use features of graphical modelling software to develop a 3D model Lesson 4: iEvaluate • To evaluate and improve 3D models	https://www.icompute-uk.com/members-area/uks2/index.html and select Year 6 and then iModel unit



Digital Media

Working Towards		Meeting		Greater Depth	
Declarative Knowledge Pupils understand/know that..	Procedural Knowledge Pupils know how to...	Declarative Knowledge Pupils understand/know that..	Procedural Knowledge Pupils know how to...	Declarative Knowledge Pupils understand/know that..	Procedural Knowledge Pupils know how to...
there are a variety of digital tools and media that can be used to develop content and communicate with an audience digital content needs to be engaging, clear and targeted	select some appropriate tools for an intended purpose and audience create digital content (e.g. a webpage) that incorporates text, images and sound	I can improve/enhance work I need to abide by copyright rules when creating digital media	plan and develop interactive presentations using a variety of digital media use graphical modelling software to create 3D models use a consistent style throughout work (e.g. headings, fonts, colours and themes) use digital media to inform or persuade and combine text, images, video and audio creatively for different audiences and purposes	some tools are more appropriate than others depending upon the circumstances and audience I need to look at my work and make changes to improve it design and plan projects use a variety of content to engage, inform and communicate	select the most appropriate tools for an intended purpose and audience independently evaluate work for purpose and audience improve work, format and edit work to improve clarity discuss the rationale behind designs create content that combines images, sounds & text and is organised into pages that matches the needs of a specified audience analyse digital content and make judgements about its suitability for a specific audience

Music

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

What I need the children to learn	Possible learning experiences
Unit 6 – Reflect, Rewind and Replay	
Listening and Appraise Music (Musicianship)	

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *Develop an understanding of the history of music.*	
Singing and Voice	
• *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
	Video with QR qrcode monkey website
• Notation	
• *Use and understand staff and other musical notations*	
• Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.	
• Playing Instruments	
• *Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression*	
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♭ major, D minor and F minor.	**Glockenspiels and bars as a whole class**
• Improvising	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.	
• Composing	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) • F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, A♭ F, G, A♭, B♭ F, G, A♭, B♭, C Start and end on the note F (F minor)	**Use Charanga with pupil logins to experiment with the notation maker.**
• Performing	
Listen with attention to detail and recall sounds with increasing aural memory *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	

Discuss how the performance might change if it was repeated in a larger/smaller performance space.	**Performance to parents to celebrate unit. Videos to send out on Class Dojo.**
• Vocabulary	
• 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	

Art

What I need the children to learn	**Possible learning experiences**
Drawing, painting and sculpture	
Textiles, collages	
• Use ceramic mosaic materials & techniques • Create pieces using previously learned sewing techniques • including seam allowance • Use range of stitches • Select material to create visual and tactile effects including decorations	***Design and make mosaics of animals*** ***Stitch together materials and designs*** **Make pillows in pairs**

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

What I need the children to learn	**Possible learning experiences**
Athletics	

use running, jumping, throwing and catching in isolation and in combination	
• demonstrate stamina and increase strength	
Competitive Games	
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	
• 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	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• combine own work with that of others sequences to specific timings	
Dance	
perform dances using a range of movement patterns	
• develop sequences in a specific style choose own music and style	
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• plan a route and a series of clues for someone else plan with others, taking account of safety and danger	
Evaluate	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• know which sports they are good at and find out how to improve further	***Using personal targets – children carry out athletics style challenges and aim to improve over time*** ***Could be racket/ striking based games – cricket/ rounders/ tennis*** ***Links to Real PE 6***
Swimming	
• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively, for example front crawl, backstroke and breaststroke • perform safe self-rescue in different water based situations	
Real P.E.	
Unit 6 Personal • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Changing Me	**Resource links from: Jigsaw**
Knowledge • *Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally* • *Know how a baby develops from conception through the nine months of pregnancy and how it is born* • *Know how being physically attracted to someone changes the nature of the relationship* • *Know the importance of self-esteem and what they can do to develop it* • *Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class* **Social and Emotional Skills** • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school **Consent curriculum** Can I discuss that my body belongs to me and I have control over what happens to it? *Activity: power point about choice, control and consent and then sorting different scenarios activity.* **Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures**	In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally. Key vocabulary: Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement **See the link below**

that we always have the up to date learning outcomes).	

https://jigsawlivestcmsuk.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
U2:3	
What do religions say to us when life gets hard? Emerging: • 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). Expected: • 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). Exceeding: • 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).	• 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 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. • 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.

Foreign Languages

What I need the children to learn	Possible learning experiences
Listening	Language Angels **<u>Summer 2 – Me in the World</u>** Teaching Type: Progressive Unit Objective: To explore other French speaking countries and cultures around the world. By the end of this unit we will be able to: • Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. • Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. • Say and write something we do to help the planet.
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* *Appreciate stories, songs, poems and rhymes in the language*	
• Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	
Speaking	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *Speak in sentences, using familiar vocabulary, phrases and basic language structures* *Present ideas and information orally to a range of audiences* *Describe people, places, things and actions orally and in writing*	
• 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	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases *Read carefully and show understanding of words, phrases and simple writing* *Broaden their vocabulary and develop their ability to understand new words that are*	

introduced into familiar written material, including through using a dictionary *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* *Describe people, places, things and actions in writing*	
• 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	
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.	

Cayton Creation

Textiles 'broken' collage

Cayton Conclusion

Sewing, sewing, sewing!

English

What I need the children to learn	Possible learning experiences
Robin Hood – Non-chronological report **Editing**	

Mathematics

What I need the children to learn	Possible learning experiences

Mathematical investigations – TES, Twinkl	