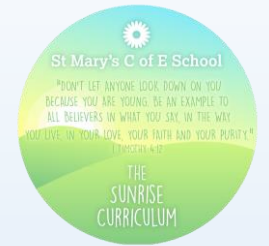


# Sunrise Curriculum Autumn Sequence - Year 6

Autumn 1: Friendship - The story of The Paralysed Man...friends who go above and beyond to show they care. (Luke 5)

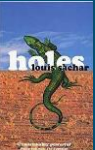
Autumn 2: Trust - The story of Mary...trusting God with the future and doing what's been asked of you. (Luke 1)




## 'What can be learned from a world of discovery?'

<b>HISTORY</b> Children have studied The Stone Age, The Mayans, The Vikings and The Romans.	<b>Art</b> Children have studied a range of artists and techniques. In Y5 children focused on sketching; tone and line.	<b>RE</b> Children learned about Hinduism during Y5 and will build on this knowledge to develop their understanding of Hindu faith.	<b>COMPUTING</b> As a result of the Covid-19 pandemic, children's use of the internet, particularly for communication, has increased. We will concrete this new understanding in this unit.	<b>Science</b> This unit builds on children's learning about rocks, habitats and animals and living things.
<b>INTENT</b> Children will compare advances in modern medicine to historical medical practices. Children will note the changes in medicine up to the present day.	<b>INTENT</b> Children will develop their understanding of street art (graffiti). Children will use stencils and paint techniques to create a piece of art.	<b>INTENT</b> Children will be able to explain why Hindus want to be good and how 'being good' impacts their life after death.	<b>INTENT</b> Children will learn the different ways that the internet can be used as a communication tool	<b>INTENT</b> Children will be able to explain how both Charles Darwin and Alfred Wallace separately developed their theories of evolution
<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>To learn about the medical practices of prehistoric civilisations and Ancient Egyptians</li> <li>To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks</li> <li>To investigate Medieval medicine and the events during the Black Plague</li> <li>To explore the medical practices of the Tudor period</li> <li>To research the medical advancements and significant people during the Victorian period.</li> <li>To explore medicine in the 20th and 21st century</li> <li>To apply understanding of the history of disease and medicine</li> </ul> <p><b>We will further explore scientific discoveries during our visit to We The Curious in Bristol on our residential.</b></p>	<ul style="list-style-type: none"> <li>Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.</li> <li>Through sketching, to develop ideas for improving a public space with street art.</li> <li>To express ideas through a satirical work of art designed for public spaces.</li> <li>To develop techniques for creating street art using stencils.</li> <li>To create street art using stencils</li> </ul> <p><b>Children will also have opportunities to research graffiti by UK artist, Banksy. Children may see this work during their residential to Bristol.</b></p> 	<b>Sequence of lessons (double unit):</b> <ol style="list-style-type: none"> <li>I can use correct vocabulary to express views about Hindu belief in Brahman</li> <li>I can give an accurate written definition of atman. I can make clear connections between a Hindu story and what it teaches about life.</li> <li>I can suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, using the words dharma, karma, samsara and moksha in my explanation. I can explain to the man in the well how and why his actions need to change if he is to reach moksha.</li> <li>I can give an accurate, written definition of dharma. I can say how belief in dharma might impact the way that a Hindu person lives their life</li> <li>I can talk about how Hindus' beliefs shape the way that they live their lives. To do this, I will use examples of at least two Hindu people that I have found out about.</li> <li>I can explain how a Hindu who believes in samsara, karma, dharma and moksha might live his/her life. I can use my paragraph to explain why karma and dharma are important to Hindus who believe in samsara and moksha.</li> </ol>	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>To identify how to use a search engine</li> <li>To describe how search engines select results</li> <li>To explain how search results are ranked</li> <li>To recognise why the order of results is important, and to whom</li> <li>To recognise how we communicate using technology</li> <li>To evaluate different methods of online communication</li> </ul>	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>I can explain the scientific concept of inheritance.</li> <li>I can demonstrate understanding of the scientific meaning of adaptation.</li> <li>I can identify the key ideas of the theory of evolution.</li> <li>I can identify evidence for evolution from fossil records.</li> <li>I can understand how human beings have evolved.</li> <li>I can explain how adaptations can result in both advantages and disadvantages.</li> <li>I can explain how human intervention affects evolution.</li> </ul>
<b>Outcome/composite</b> Children will make a booklet to show the history of medicine.	<b>Outcome/composite</b> Children will produce their own graffiti style artwork on a small canvas. We will display these in a gallery at school.	<b>Outcome/composite</b> Children will write a response to the big question, 'Why do Hindus want to be good?' in their books.	<b>Outcome/composite</b> Children will evaluate which methods of internet communication to use for particular purposes.	<b>Outcome/Composite:</b> Children will answer the topic's big question, 'What can be learned from a world of discovery?' for display.
		<b>INTENT</b> Children have experienced giving instructions in a range of programmes. In this unit children will learn how to make changes and to apply 'if/when' statements.	<b>INTENT</b> Children will learn the different ways that the internet can be used as a communication tool	<b>Electricity</b> <b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>I can explain the importance of major discoveries in electricity</li> <li>I can observe and explain the effects of differing volts in a circuit</li> <li>I can plan an investigation</li> <li>I can explain variations in how components function</li> <li>I can conduct an investigation</li> <li>I can record my data and report my findings</li> </ul>
			Children will create a sports scoreboard which changes score when another command is given.	<b>Outcome/Composite:</b> Children will present their learning about electricity in their investigation reports.


**Reading opportunities across the Sunrise Curriculum**




Holes, Louis Sachar



Miracle on Ebenezer Street - Christmas



NG Magazine Subscription in the classroom



Aquila Magazine Subscription in the classroom

# Sunrise Curriculum Summer Sequence - Year 6

## 'What can be learned from a world of discovery?'



**MUSIC**  
Children have completed the Y5 Charanga units where they experienced collaborative composing.

**INTENT**  
Children will:  
discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose!

**Sequence of lessons: Charanga 'Happy' unit**  
This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. Children will listen to and appraise the song and others which are similar. Children will then compose similar pieces and play them using tuned instruments (glockenspiels).



We will also be singing in church for our harvest festival and Christmas carol concert

**Outcome/composite**  
Children will record a music video to be shared with other classes and with parents via Seesaw.

**FRENCH**  
Children have completed a unit 'all about me'. Children understand the use of masculine and feminine articles and began to adapt adjective endings accordingly during Y5.

**'Let's Visit a French Town' INTENT**  
Children will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. Children will refine the skill of using a bilingual dictionary.

**'Who Lives Where?'**  
I can show how verbs change depending on the subject.  
**'I go to school to learn'**  
I can explain to someone why I do something.  
**'Where is the library?'**  
I can describe the position of places in French towns  
**'Welcome to my home!'**  
I can follow and respond to an audio presentation.  
**'Ordinal Numbers'**  
I can identify and apply spelling patterns

**Outcome/composite**  
Children will showcase their skills and knowledge by annotating a picture of themselves with detailed information

**'Let's Go Shopping' INTENT**  
Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping

**Sequence of lessons:**  
**'Shopping Conversations'**  
I can take part in role play, speaking in French  
**'At the Shops'**  
I can use the correct form of positional language.  
**'Clothes'**  
I can use the correct form of adjectives to describe nouns  
**'French Money'**  
I can ask and answer questions in French.  
**'Shopping Lists'**  
I can read and interpret lists written in French  
**'A Shopping Experience'**  
I can take part in role play, speaking in French.

**Outcome/composite**  
We will end the unit with a role play lesson, where children will take on the roles of shoppers and shopkeepers to demonstrate their conversation skills.

**PSHE - JIGSAW**  
Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.



**Dreams and Goals**  
In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.

**Celebrating Difference**  
In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

**Outcome/composite**  
We will create class displays of our Jigsaw learning throughout the term. In addition, children will contribute to their end of unit certificates, which ask them to reflect on their achievements.

**Geography**  
Children have learned about the water cycle in Y4. Children also learned about grid references in Y5.

**INTENT**  
Children will be able to explain the key features of rivers. Children will be able to use OS maps to locate rivers and their features.

**Map Skills – Lesson 6**  
Children will use 6 figure grid references on OS Maps.


- To understand how rivers are formed and that the features a river and the surrounding landscape change from source to mouth
- To understand how water is distributed around the world
- To understand the factors that cause rivers to flood; what happens to the physical environment when flooding occurs and the human impact of a major flood event.
- To name and locate the five longest rivers in the UK; to understand the key features of an OS map including: Compass directions, six-figure grid references, grid squares, scale, contour lines. Use an OS Map to answer questions about a locality (Bristol River Avon)
- To explain how waterfalls are formed and how humans use waterfalls (With an emphasis on tourism and hydro-electric power).

**Outcome/composite**  
Children will create a double-page spread poster in their geography books to show their learning about rivers.

**PE**  
This term, children will be building on their prior experience of playing invasion games.

**INTENT**  
To enhance children's development of Rugby's Core Skills. Children will have confidence to participate in a competition.

**Sequence of lessons:**  
[Schools' Rugby :Cornish Pirates \(cornish-pirates.com\)](http://Schools' Rugby :Cornish Pirates (cornish-pirates.com))



See link above for curriculum coverage for the 6-week block of lessons.

**Outcome**  
Children will participate in a Tag Rugby Festival with other schools (Covid Restrictions Permitting)

**INTENT**  
Children will learn to perform a variety of shots and when to use them in a game scenario.

**Gymnastics:**  
**Sequence of lessons:**

- Link shapes and movements with rhythm to represent the course of a river
- To create one, two, three and four-point balances to represent mountains
- To combine a range of body shapes and balances with a partner to represent the features of a mountain
- To combine shapes and balances to make a group formation that represents different mountain ranges
- To link shape, movement and balance to plan a group sequence that communicates information about rivers and mountains.
- To link shape, movement and balance to perform a group sequence that communicates information about rivers and mountains.

**Outcome/composite**  
Children will have opportunities to use the skills and techniques learnt in a variety of match situations

### Curriculum Kernewek



As part of our RE, we will be visiting a multi-faith centre in Carnon Downs. We will learn about how world faiths are supported in our community.

In Geography, we will be applying our learning about rivers to our local area. We will discuss the convergence of two rivers (Kenwyn and Allen) into the Truro and how these flow into The River Fal.