



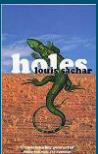

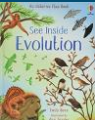

Sunrise Curriculum Autumn Sequence - Year 6

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?'



<p>HISTORY</p> <p>Y3 – children learned about the ancient Romans Y5 – children learned about the ancient Maya</p>	<p>Art</p> <p>Children learn about tints and shades in Y1.</p>	<p>RE</p> <p>Children learned about Hinduism during Y5 and will build on this knowledge to develop their understanding of Hindu faith.</p>	<p>COMPUTING</p> <p>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.</p>	<p>Science</p> <p>This unit builds on children's learning about rocks, habitats and animals and living things.</p>
<p>INTENT</p> <p>Children will investigate the statement 'The Ancient Egyptians are only known for their pyramids and mummies'. They will learn about 'The Egyptians' greatest achievements.</p>	<p>INTENT</p> <p>Children will develop their understanding of still life. Children will learn how to adapt pressure to create tones with pencil. Children will create their own piece of still life artwork.</p>	<p>INTENT</p> <p>Children will be able to explain why Hindus want to be good and how 'being good' impacts their life after death.</p>	<p>INTENT</p> <p>Children will learn the different ways that the internet can be used as a communication tool</p>	<p>INTENT</p> <p>Children will be able to explain how both Charles Darwin and Alfred Wallace separately developed their theories of evolution</p>
<p>Sequence of lessons:</p> <ul style="list-style-type: none"> I can identify similarities and differences between the earliest civilisations and why they were significant I can place ancient civilisations into chronological order and comment on their position in history I can identify the issues with Egyptian chronology I can use reasoning to justify my choices about significant Egyptian achievements I can identify the main elements of Ancient Egyptian society I can identify the main features of Ancient Egyptian housing I can identify what Ancient Egyptian beliefs were and why they changed I can identify the significance of trade for Ancient Egypt I can identify why sources of evidence can be problematic I can conduct an enquiry using existing knowledge and further research, providing evidence for my reasons 	<ol style="list-style-type: none"> I can compare still life paintings by famous artists I understand the use of tones when shading. I can create tones using varying pressure with a pencil I can create a still life picture using shading to create depth I can transfer my understanding of pencil tones and apply it to creating tones with paint I can use mixing skills to paint fruit still life I can arrange and paint my own still life painting. 	<p>Sequence of lessons (double unit):</p> <ol style="list-style-type: none"> I can use correct vocabulary to express views about Hindu belief in Brahman I can give an accurate written definition of atman. <p>I can make clear connections between a Hindu story and what it teaches about life.</p> <ol style="list-style-type: none"> 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. <p>I can explain to the man in the well how and why his actions need to change if he is to reach moksha.</p> <ol style="list-style-type: none"> I can give an accurate, written definition of dharma. <p>I can say how belief in dharma might impact the way that a Hindu person lives their life</p> <ol style="list-style-type: none"> 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. 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. 	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication 	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> I can explain the scientific concept of inheritance. I can demonstrate understanding of the scientific meaning of adaptation. I can identify the key ideas of the theory of evolution. I can identify evidence for evolution from fossil records. I can understand how human beings have evolved. I can explain how adaptations can result in both advantages and disadvantages. I can explain how human intervention affects evolution.
<p>Outcome/composite</p> <p>Children will create a 'mini museum' to respond to our enquiry statement.</p> 	<p>Outcome/composite</p> <p>Children will children will arrange and paint their own still life art using tones and tints.</p>	<p>Outcome/composite</p> <p>Children will write a response to the big question, 'Why do Hindus want to be good?' in their books.</p>	<p>Outcome/composite</p> <p>Children will evaluate which methods of internet communication to use for particular purposes.</p>	<p>Outcome/Composite:</p> <p>Children will answer the topic's big question, 'What can be learned from a world of discovery?' for display.</p>
<p>INTENT</p> <p>Children will learn the different ways that the internet can be used as a communication tool</p>	<p>Outcome/composite</p> <p>Children will children will arrange and paint their own still life art using tones and tints.</p>	<p>Outcome/composite</p> <p>Children will write a response to the big question, 'Why do Hindus want to be good?' in their books.</p>	<p>INTENT</p> <p>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.</p>	<p>Electricity</p> <p>Sequence of lessons:</p> <ul style="list-style-type: none"> I can explain the importance of major discoveries in electricity I can observe and explain the effects of differing volts in a circuit I can plan an investigation I can explain variations in how components function I can conduct an investigation I can record my data and report my findings
 <p>Holes, Louis Sachar</p>	 <p>Miracle on Ebenezer Street - Christmas</p>	<p>Reading opportunities across the Sunrise Curriculum</p>  <p>See Inside Evolution</p>	 <p>NG Magazine Subscription in the classroom</p>  <p>Aquila Magazine Subscription in the classroom</p>	<p>Outcome/Composite:</p> <p>Children will present their learning about electricity in their investigation reports.</p>

Sunrise Curriculum Autumn 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’

In every lesson, children will listen to and appraise a song, before working on musical warm-ups as a class. Finally, the lesson moves to a focus on performance which builds over the sequence.

1. I can sing the song, ‘Happy’
2. I can sing the song and play instrumental parts within it
3. I can sing the song and improvise using voices within the song
4. I can sing the song and improvise using instruments within the song
5. I can sing the song and perform composition(s) within the song
6. I can sing and perform compositions for a class performance



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

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- I know that there are universal rights for all children but for many children these rights are not met
- I understand that my actions affect other people locally and globally
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
- I understand how an individual’s behaviour can impact on a group
- I understand how democracy and having a voice benefits the school community

Celebrating Difference

- I understand there are different perceptions about what normal means
- I understand how being different could affect someone’s life
- I can explain some of the ways in which one person or a group can have power over another
- I know some of the reasons why people use bullying behaviours
- I can give examples of people with disabilities who lead amazing lives
- I can explain ways in which difference can be a source of conflict and a cause for celebration

Outcome/composite

We will contribute to the school’s End of Puzzle Display. 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 \(cornish-pirates.com\)](https://www.cornishpirates.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 sue the skills and techniques learnt in a variety of match situations

Curriculum Kernewek



Through our RE unit of work, we will learn about how world faiths are supported in our local 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.