

Sunrise Curriculum Summer Sequence - Year 6

Autumn 1: Friendship - The story of The Paralyse 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)

'Are we ready for our next adventure?'



HISTORY
Y3 – children learned about the ancient Romans
Y5 – children learned about the ancient Maya

INTENT
Children will compare advances in modern medicine to historical medical practices. Children will note the changes in medicine up to the present day.

Sequence of lessons:

- To learn about the medical practices of prehistoric civilisations and Ancient Egyptians
- To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks
- To investigate Medieval medicine and the events during the Black Plague
- To explore the medical practices of the Tudor period
- To research the medical advancements and significant people during the Victorian period.
- To explore medicine in the 20th and 21st century, including the development of the NHS

Outcome/composite
Children will make a booklet to show the history of medicine.

FRENCH
'Ma Famille' builds on children's growing vocabulary.
Les Jeux Olympics – develops children's previous knowledge of adjectival agreement

INTENT
Children will learn to use the possessive and will begin to use the 3rd person, rather than the 1st. Children will use cognates to support decoding when reading.

LANGUAGE ANGELS

- Recognise, say and write the nouns for key family members in French
- Tell somebody in French my family members (real, fictitious, historical or television families are allowed).
- Tell somebody in French the names of my family members (real, fictitious, historical or television families are allowed)
- Listen to, read, recognise, say and write numbers 1-100.
- Tell somebody in French my family members's ages (real, fictitious, historical or television families are allowed)
- Use, say and write accurately the words for "my" (possessive adjective) in French

Outcome/composite
Children will present a real or fictitious family in spoken and written French.

- All about the key facts of the ancient Olympics in French.
- All about the key facts of the modern Olympics in French.
- Look out for cognates and highlight key words when decoding longer text to help me to learn how to gist listen and read in French
- Read, listen to and recognise the nouns in French for key sports in the current Olympic Games.

Outcome/composite
Children will complete an end of unit assessment which will assess their French speaking, listening, reading and writing skills.

ART/DT
-Prior experience of stitching, joining and finishing techniques in textiles in Y2 and Y3
-Experience of simple computer-aided design applications in Y5

INTENT
Design, make and evaluate a reusable bag for an adult to use for their shopping.

Sequence of lessons:

Designing:
1 -Generate innovative ideas through research including surveys, interviews and questionnaires.

2 –Use computer-aided design to create a print

Making:
3 - Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes

4- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.

5 – Use inkjet printing and transfer techniques and a sewing machine o make a bag that is accurately assembled and well finished.

Evaluating:
6- Compare the final product to the original design specification.

7- Consider the views of others to improve their work.

Outcome/composite
Children will host a 'bag gallery' to share creations before giving them to their recipients.

COMPUTING
Children have previously learned about image sharing and cookies through their safety lessons.

INTENT
Throughout the unit, children will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

Sequence of lessons:

- To review an existing website and consider its structure
- To plan the features of a web page
- To consider the ownership and use of images (copyright)
- To recognise the need to preview pages
- To outline the need for a navigation path
- To recognise the implications of linking to content owned by other people

Outcome/composite
Children will create a website mock-up to demonstrate their acquired skills and knowledge

This unit brings together elements of all four programming constructs: sequence from Y3, repetition from Y4, selection from Y5, and variables in Y6

INTENT
Children will be taught to use their programming skills using a physical device (Crumble)

Sequence of lessons:

- To create a program to run on a controllable device
- To explain that selection can control the flow of a program
- To update a variable with a user input
- To use an conditional statement to compare a variable to a value
- To design a project that uses inputs and outputs on a controllable device
- To develop a program to use inputs and outputs on a controllable device

Outcome/composite
Children will create a step-counter using a programmed Crumble.

Science
Y2 – how light affects plant growth
Y3- Pupils learnt about light and shadows.

INTENT
Children will learn about how we see, shadows, reflection and refraction. They will work collaboratively and scientifically to carry out experiments into bending light.

Sequence of lessons:

- I can recognise that light appears to travel in straight lines
- I can 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. I can predict which materials make good reflectors..
- I can explain that objects are seen because they give out or reflect light into the eye. I can explain how they eye works.
- I can explain why shadows have the same shape as the objects that cast them. I can explain how shadows change during the day.
- I can explain why objects look different in water
- I can explain how mirrors work

Outcome/composite
Children will write an explanation text: 'how we see things'

There will be no Science in Summer 2 – the Science curriculum has been covered by the end of Summer 1. However, more time will be allocated to Jigsaw for the 'Changing Me' unit (see over page for more details)

DRAMA
Children have performed in KS1 Nativity and in class assemblies

INTENT
Children will work as a team to put on a production for their families to enjoy at the end of term.

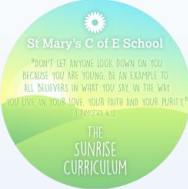


All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to rehearse, refine, share and respond thoughtfully to drama and theatre performances.'

Reading opportunities across the Sunrise Curriculum

Sunrise Curriculum Summer Sequence - Year 6

'Are we ready for our next adventure?'



MUSIC

Children composed a class percussion piece in Spring 2, focused on 'Lockdown'. They worked collaboratively. Children will also be working on their stage show alongside this unit.

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 'Music and Me' unit



- 1 - Listen and appraise environmental songs and learn rap
- 2 - Identify our audience and write rhyming couplets in groups
- 3 - To work collaboratively to write a chorus
- 4 - To edit chorus and write a bridge
- 5 - To perform a song using voices and technology to add sound effects
- 6 - To evaluate our performance

Outcome/composite

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

RE

These units draw children's understanding of Christianity and Hinduism from previous units in Y5 and 6.

INTENT

Children will be able to answer the question:
What Kind of King is Jesus?

This RE unit focuses around a big question each lesson:

1. What do we already know about the Kingdom of God?
2. Who could make the world a better place?
3. Do Christians think Jesus came to Earth to get people into Heaven, or to make the world more like Heaven?
4. What did Jesus say the Kingdom of Heaven was like?
5. How do Christians try to bring the Kingdom of God to Earth?
6. What could we do to make the world a better place?

Outcome/composite

Children will summarise their findings on a double page spread presentation.

INTENT

Children will be able to answer the question:
'How does faith help people in Cornwall when life gets hard?'

Sequence of lessons:

1. Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
2. Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.
3. I can say what Christians believe about how people can gain eternal life
4. I can give at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus
- 5a. I can describe and explain how Christians mark a person's death at a funeral
- 5b. I can explain how a funeral can help people during a difficult time after someone dies.
6. Use evidence and examples to show how beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

Outcome/composite

Children will respond to the unit question using art, inspired by examples from a previous NATRE competition [Art in Heaven 2014 \(natre.org.uk\)](http://Art in Heaven 2014 (natre.org.uk))

PSHE - JIGSAW

Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

INTENT



Children will suggest strategies to avoid someone being pressurised.

Relationships

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. prepare themselves mentally.

1. I know that it is important to take care of my mental health and learn ways in which to do this.
2. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
3. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
4. I can judge whether something online is safe and helpful for me
5. I can use technology positively and safely to communicate with my friends and family

Outcome/composite

Children will demonstrate their understanding of e-safety through a presentation for Y5

Changing Me

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 and what they are looking forward to / are worried about and how they can

1. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
2. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
3. I understand how being attracted to someone changes the nature of the relationship and that respect for one another is essential and that I should not feel pressured into doing something that I don't want to.
4. I am aware of the importance of a positive self-esteem and know how to challenge negative 'body talk'
5. I can identify what I am looking forward to and what worries me about the transition to secondary school and know how to prepare myself emotionally for the changes next school year.

Outcome/composite

Children will attend transition days at their new secondary schools and demonstrate their confidence for the transition



PE

INTENT

Children will learn to develop flexibility, strength, technique, control and balance when running, jumping, throwing and catching

Sequence of lessons:

1. To practise and refine fundamental movement skills needed for athletics.
2. To work as a team to competitively perform a sprint relay.
3. To control running pace over a range of distances.
4. To refine my hurdling technique.
5. To practise and refine jumping techniques.
6. To throw for distance using a heave throw technique.

Outcome

Children will have opportunities to use the techniques learnt to enhance their performance when competing against other

INTENT

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

Sequence of lessons:

- 1) To understand and practise some of the fundamental skills of tennis.
- 2) To hit a ball with accuracy using the forehand technique.
- 3) To be able to play a backhand stroke with control and accuracy.
- 4) To be able to perform an overhead tennis serve
- 5) To develop a volley for use in a tennis mini-game.
- 6) To apply learnt skills in a variety of tennis mini-games.

Outcome/composite

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



Curriculum Kernewek

Children will further develop their understanding of faith in Cornwall through their learning in RE. Children will take part in several activities at Bishop's Forum – a local (Penryn) charity-based activity centre which models inclusion for all.

