

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)



To recognise the physical components of a network

HISTORY
Year 1 – Richard Trevithick was a British inventor and mining engineer.

INTENT
Children will develop their understanding of Brunel and how his engineering feats are still relevant today.

- Sequence of lessons:**
- I can identify Isambard Kingdom Brunel and explain why he is important.
 - I can explain how IKB revolutionised transportation with the Great Western Railway.
 - I can describe the features of the SS Great Britain and explain its significance in maritime history.
 - I can explain how IKB designed and built the Clifton Suspension Bridge.
 - I can describe the construction and impact of IKB's SS Great Eastern.
 - I can evaluate IKB's contribution to engineering and their relevance today.



SS Great Britain & GWR
During our visit to Bristol, we will visit one of Brunel's greatest feats: The SS Great Britain.

As well as this, we will undertake the route that Brunel developed and engineered connecting the South West of England to the major city of Bristol.

Outcome/composite
Children will create a presentation on Brunel.

Art
Children learn about tints and shades in Y1.

INTENT
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.

- I can compare still life paintings by famous artists (Caravaggio).
- 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.

Outcome/composite
Children will arrange and paint their own still life art using tones and tints.

DT
Children investigated cams when making moving toys in Y5

INTENT
Children will use pulleys and gears to make a moving car

- I can evaluate and describe examples of real-life items that use pulleys and gears.
- I can investigate using pulleys.
- I can design a battery powered car that uses pulleys.
- I can make and test a motorised vehicle that uses pulleys.
- I can select tools, skills and techniques to make my product.
- I can evaluate my motorised vehicle.

Outcome/composite
Children will race their cars against each other!

RE
Children learned about Hinduism during Y5 and will build on this knowledge to develop their understanding of Hindu faith.

INTENT
Children will be able to explain why Hindus want to be good and how 'being good' impacts their life after death.

- Sequence of lessons (double unit):**
- I can use correct vocabulary to express views about Hindu belief in Brahman
 - I can give an accurate written definition of atman.
 - I can make clear connections between a Hindu story and what it teaches about life.
 - 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.
 - 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
 - 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.

Outcome/composite
Children will write a response to the big question, 'Why do Hindus want to be good?' in their books.

COMPUTING
This unit builds on the Y5 unit 'Computer systems and networks'

INTENT
Children will be able to explain how data is transferred over the internet. Children will learn to communicate responsibly.

- Sequence of lessons:**
- To explain the importance of internet addresses
 - To recognise how data is transferred across the internet
 - To explain how sharing information online can help people to work together
 - To evaluate different ways of working together online
 - To recognise how we communicate using technology
 - To evaluate different methods of online communication

Outcome/composite
Children will categorise forms of internet communication. Children will present issues of privacy and information security.

INTENT
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.

- To define a 'variable' as something that is changeable
- To explain why a variable is used in a program
- To choose how to improve a game by using variables
- To design a project that builds on a given example
- To use my design to create a project
- To evaluate my project

Outcome/composite
Children will create a sports scoreboard which changes score when another command is given.

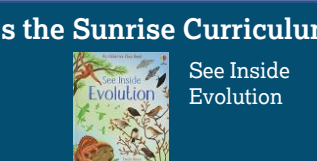
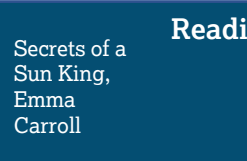
Science
This unit builds on children's learning about rocks, habitats and animals and living things.

INTENT
Children will be able to explain how both Charles Darwin and Alfred Wallace separately developed their theories of evolution

- Sequence of lessons:**
- I can explain how plants are adapted to suit their environment.
 - I can explain how animals are adapted to suit their environment.
 - I can explain natural selection and how this leads to evolution.
 - I can explain how adaptations lead to evolution.
 - I can recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.
 - I can recognise that living things have changes over time and that fossils provide information about living things that inhabited the earth millions of years ago.

Outcome/Composite:
Children will answer the topic's big question, 'What can be learned from a world of discovery?' for display.

- Electricity**
Sequence of lessons:
- 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



NG Magazine Subscription in the classroom

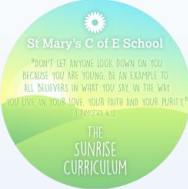


Aquila Magazine Subscription in the classroom

Outcome/Composite:
Children will present their learning about electricity in their investigation reports.

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.

'La Date'
INTENT
Children will learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31

- LANGUAGE ANGELS**
1. To say the 7 days of the week in French
 2. To say the 12 months of the year in French
 3. To say numbers 1-31 in French
 4. To ask and answer the question, 'Quelle est la date aujourd'hui?' (what is the date today?)
 5. To ask and answer the questions 'C'est quand ton anniversaire?' (When is your birthday?)

Outcome/composite
Children will survey the class birthdays and present an extended piece of writing about the findings.

'As tu un animal?'
INTENT
Children will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently

1. To revise 8 common pets in French with their determiners
2. To say 'I have a pet' in French
3. To say what my pet is called in French
4. To say what pet I do not have in French
5. To integrate the conjunction 'et' (and) and 'mais' (but) accurately in my work.



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.
 - 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.

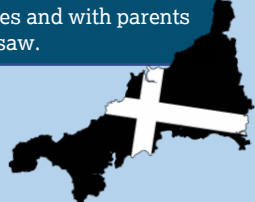
PE
This term, children will be building on their prior experience of playing invasion games.



- INTENT**
- Apply & develop a broad range of movement skills
 - Link to make actions & sequences of movement
 - Enjoy communicating and collaborating
 - Develop an understanding of how to improve
 - Learn how to evaluate and recognise own success

- Autumn 1:**
Sequence of lessons:
Unit 1 Personal
- I can cope well and react positively when things become difficult.
 - I can persevere with a task and improve my performance through regular practice
 - 1-3 Coordination – Ball Skills
 - 4-6 Agility – Reaction/Response
- Autumn 2:**
Sequence of lessons:
- Unit 2 Social**
- I help organise roles and responsibilities and can guide a small group through a task.
 - I cooperate well with others and give helpful feedback.
 - 1-3 Dynamic Balance – On a Line
 - 4-6 Counter Balance – With a Partner

Community Links



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

In addition to working with Cornish Pirates for Tag Rugby, we will also visit the Royal Cornwall Museum to take part in an Ancient Egyptian Workshop.