

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 6 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2021

GeographyDriver: Human and Physical

Key Enquiry:

Geography Driver

What I need the children to learn	Possible learning experiences
Human and Physical Geography	
<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	
<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts 	<p>Changing landscapes – contrast Dubai Climate zones – science reflection/ refraction of light Map work – big maps looking at deserts Mojave desert – Monument Valley</p>
Human and Physical Geography	
<i>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>	
<ul style="list-style-type: none"> Know why are industrial areas and ports are important Know main human and physical differences between developed and third world countries 	<p>Agriculture around the world Research natural resources and production countries Contrasting countries – Middle East – culture/ schools</p>

Computing

What I need the children to learn	Possible learning experiences
Create programs	
<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	
<ul style="list-style-type: none"> write a program that combines more than one attribute 	<p>https://www.icompute-uk.com/members-area/uks2/index.html and select Year 6 and then iApp unit</p> <p>https://www.icompute-uk.com/members-area/uks2/index.html and select Year 6 and then iProgram unit</p>
Develop programs	
<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	
<ul style="list-style-type: none"> develop a sequenced program that has repetition and variables identified 	

Reasoning	
<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	
<ul style="list-style-type: none"> design algorithms that use repetition and 2-way selection 	

Music

New published Music Scheme to arrive shortly but in the meantime please access <https://www.bbc.co.uk/teach/ks2-music/zfv96v4> for music ideas for Key Stage 2.

What I need the children to learn	Possible learning experiences
Compose	
<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
<ul style="list-style-type: none"> use a variety of different musical devices in composition (including melody, rhythms and chords). 	

Art

What I need the children to learn	Possible learning experiences
Drawing, painting and sculpture	
<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	
<ul style="list-style-type: none"> know how to overprint to create different patterns know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art 	Comparing places Grand Canyon to Scarborough

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

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> demonstrate stamina and increase strength 	
Competitive Games	
<i>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</i>	
<ul style="list-style-type: none"> 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	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> combine own work with that of others sequences to specific timings 	
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> develop sequences in a specific style choose own music and style 	
Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others, taking account of safety and danger 	Orienteering, cross country, obstacle games linked to building stamina and resilience Links to Real PE 5
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> know which sports they are good at and find out how to improve further 	
Real P.E.	
Unit 5 Health and Fitness	
<ul style="list-style-type: none"> I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity 	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
<ul style="list-style-type: none"> <i>Know that it is important to take care of their own mental health</i> <i>Know ways that they can take care of their own mental health</i> <i>Know the stages of grief and that there are different types of loss that cause people to grieve</i> <i>Know that sometimes people can try to gain power or control them</i> <i>Know some of the dangers of being 'online'</i> <i>Know how to use technology safely and positively to</i> 	<p>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.</p> <p>See the link below</p>

<https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/lzebuhel/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Foreign Languages

What I need the children to learn	Possible learning experiences
Speaking	
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	
<ul style="list-style-type: none"> hold a simple conversation with at least 4 exchanges use knowledge of grammar to speak correctly 	
Reading	
<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>	
<ul style="list-style-type: none"> understand a short story or factual text and note the main points use the context to work out unfamiliar words 	
Writing	
<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>	
<ul style="list-style-type: none"> write a paragraph of 4-5 sentences substitute words and phrases 	

Cayton Creation

Visit to the beach to look at physical features

Cayton Conclusion

Desert landscape artwork

English

What I need the children to learn	Possible learning experiences
Descriptive writing Newspaper reports Arguments	

Mathematics

What I need the children to learn	Possible learning experiences
Refer to the White Rose SOL online https://whiterosemaths.com/resources/primary-resources/primary-sols/ Statistics Properties of shape	

