

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 6 – SUMMER 2



Learn from yesterday, seek today and aim for tomorrow

September 2020

ScienceDriver: Evolution and Inheritance

Key Enquiry: Have we always looked like this?

Science Driver

Working Scientifically	
<input type="checkbox"/> Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise	<input type="checkbox"/> Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
<input type="checkbox"/> Set up a fair test when needed e.g. does light travel in straight lines?	<input type="checkbox"/> Clear about what has been found out from their enquiry and can relate this to others in class
<input type="checkbox"/> Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?	<input type="checkbox"/> Explanations set out clearly why something has happened and its possible impact on other things
<input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating	<input type="checkbox"/> Aware of the need to support conclusions with evidence
<input type="checkbox"/> Justify which variable has been isolated in scientific investigation	<input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
<input type="checkbox"/> Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion	<input type="checkbox"/> Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class
<input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	<input type="checkbox"/> Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats
<input type="checkbox"/> Make accurate predictions based on information gleaned from their investigations and create new investigations as a result	<input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory
<input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie	

Science

What I need the children to learn	Possible learning experiences
Evolution and inheritance	
<ul style="list-style-type: none"> • <i>Identical and non identical off-spring</i> • <i>Fossil evidence and evolution</i> • <i>Adaptation and evolution</i> 	
<ul style="list-style-type: none"> • Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary 	<p><i>Beach trip to Robin Hood's Bay or Rotunda Museum to learn about fossils</i></p> <p><i>Holderness Coast – fastest eroding coastline</i></p> <p><i>How Earth changes and adaptations</i></p> <p><i>Look at Darwin and David Attenborough</i></p> <p><i>Galapagos Islands study</i></p>

<ul style="list-style-type: none"> and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is 	<p>Record wildlife documentaries with information found</p>
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Science

What I need the children to learn	Possible learning experiences
<p>All living things and their habitats</p> <p><i>Classification of living things and the reasons for it</i></p>	
<ul style="list-style-type: none"> • Classify living things including vertebrates and invertebrates into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way 	<p>Design a zoo by classifying the animals in different ways</p> <p>Make a zoo programme describing the classifications – reptiles, African animals, 2 legged, flying animals</p>

Geography

What I need the children to learn	Possible learning experiences
<p>Geographical skills and fieldwork</p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	
<ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. 	<p>Google Earth study</p> <p>Amazon/ Nile studies</p> <p>Geography around the river – History links</p>
<p>Geographical skills and fieldwork</p> <p><i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>	
<ul style="list-style-type: none"> • Know what most of the ordnance survey symbols stand for • Know how to use six-figure grid references 	<p>Map making of local area</p> <p>Ordnance map study</p> <p>Detailing maps – what features do we have locally?</p> <p>Grid referencing</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>	https://www.icompute-uk.com/members-area/uks2/index.html and select Year 6 and then iApp unit - Unit 2
<ul style="list-style-type: none"> write a program that combines more than one attribute 	
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 	
Networks	
<i>Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i>	https://www.icompute-uk.com/members-area/uks2/index.html and select Year 6 and then iNetwork unit

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
Performing	
<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	
<ul style="list-style-type: none"> sing in harmony confidently and accurately perform parts from memory take the lead in a performance 	

Art

What I need the children to learn	Possible learning experiences
Study of great artists	
<i>great artists, architects and designers in history</i>	
<ul style="list-style-type: none"> explain the style of art used and how it has been influenced by a famous artist understand what a specific artist is trying to achieve in any given situation understand why art can be very abstract and what message the artist is trying to convey 	Chuck Close inspired self-portraits

Design Technology

What I need the children to learn	Possible learning experiences
Food Technology	
<i>understand and apply the principles of a healthy and varied diet</i> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i>	
<ul style="list-style-type: none"> • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish 	<p>Look at contents of ingredients Sell by dates etc Produce a savoury meal for their parents and work out cost per family Spag Bol/ Veg curry</p>

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 	

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 	<p>Using personal targets – children carry out athletics style challenges and aim to improve over time Could be racket/ striking based games – cricket/ rounders/ tennis Links to Real PE 6</p>
Swimming	
<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively, for example front crawl, backstroke and breaststroke perform safe self-rescue in different water based situations 	
Real P.E.	
Unit 6 Personal	
<ul style="list-style-type: none"> I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. 	
Nigel Carson Sessions	

PSHE (Summer 1 and Summer 2)

What I need the children to learn	Possible learning experiences
Health and wellbeing (Year 4 Unit) How will we grow and change?	Resource links from: PSHE Association Programme Builders - Question Based Model
<i>Growing and changing; puberty</i>	
<i>PoS refs: H31, H32, H34</i>	
<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</p>
Relationships What will change as we become more independent? How do friendships change as we grow?	Resource links from: PSHE Association Programme Builders - Question Based Model
<i>Different relationships, changing and growing, adulthood, independence, moving to secondary</i>	

<p><i>school</i></p> <p><i>PoS refs: H24, H30, H33, H34,</i></p>	
<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p>

Religious Education

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">U2.3</p> <p>What do religions say to us when life gets hard?</p>	<p><i>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.</i></p> <p><i>Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.</i></p> <p><i>Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them</i></p>

	<i>to enjoy life too.</i>
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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 Conclusion

English

What I need the children to learn	Possible learning experiences

Mathematics

What I need the children to learn	Possible learning experiences

