



Fowey Primary School: Half termly Overview



Year 6 Summer 2

Science:

Pupils focus on sustainability. They learn about renewable and non-renewable energy sources including solar and wind energy. They then learn about global warming and the greenhouse effect.

Sequence of lessons:

1. Can I explain what renewable energy sources are?
2. Can I notice that light is reflected from surfaces?
3. Can I recognise that light from the sun can be dangerous?
4. Can I explain how shadows are formed?
5. Can I find patterns in the way that shadows change?
6. Can I investigate shadows?

Key Vocabulary: Light, light source, dark, absence of light, transparent, translucent,

Impact:

Children understand that darkness is the absence of light. They can investigate reflection and the way shadows are formed including how they change.

History:

Unheard Histories

Intent: To know that members of society standing up for their rights can be the cause of change. To know how historians select criteria for significance and that this changes.

Sequence of lessons:

1. To explain the significance of people on banknotes.
2. To explore what makes a monarch historically significant.
3. To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources.
4. To investigate why William Tuke is historically significant.
5. To research historically significant sporting figures.
6. To evaluate the significance of different historical figures by applying criteria.

Key Vocabulary: alliance, legacy, politics, society

Impact:

Children can discuss the key shortlist criteria for a £50 note. They know the significance of historical figures and the reason for their placements on bank notes.

Geography:

Fieldwork Enquiry

Intent: To be aware of some issues in the local area. To know how to use a range of data collection methods and what they look like.

Sequence of lessons:

1. To develop an enquiry question.
2. To determine the most effective data collection methods for fieldwork.
3. To plan a route for a fieldwork trip.
4. To collect the data to answer the enquiry question.
5. To determine an answer to the enquiry question.
6. To present my findings.

Key Vocabulary: analyse, audience, data collection, enquiry, evidence, impact, improvement, issue, justify

Impact:

Children can plan an enquiry question based on their interests, They can create ways to collect data and answer in detail an enquiry question.

RE:

What Matters Most?

Intent: To look at the different values and some of the traditions from different faiths and worldviews and consider what matters most to each one.

Sequence of lessons:

1. To identify what matters most to me.
2. To identify what matters most to Hindus.
3. To identify what matters most to Humanists.
4. To identify what matters most to Christians.
5. To identify what matters most to Jewish People

Key Vocabulary: values, morals, empathy, Dharma, Karma, Samsara, Moksha, Shabbat, Orthodox Judaism, Reform Judaism, Shahada

Impact:

Children know that people from different faiths and worldviews have the same and different values by exploring the choices that people might make in situations and comparing that to their own.



Year 6 Summer 2

Art/DT:

Mechanical Systems and Structures

Intent: Research existing playground equipment and their different forms. Developing a functional automata window display, this unit offers clearer video instruction, opportunities to interpret exploded diagrams

Sequence of lessons:

1. Can I design a playground with a variety of structures?
2. Can I build a range of structures?
3. Can I improve and add detail to structures?
4. Can I create a surrounding landscape?
5. Can I create design criteria to meet a user's needs?
6. Can I use an exploded diagram to assemble a frame?
7. Can I explore a mechanism to inform a design decision?
8. Can I evaluate a completed design?

Key Vocabulary: apparatus, design criteria, equipment

Impact:

Use woodworking skills, pupils construct an automata. Design and create a model for a new playground featuring five apparatus.

Computing:

Networks and Spreadsheets

Intent: To find out how messages travel over the Internet to present users with the webpages and other information that they require. To understand the functionality and purposes of a spreadsheet.

Sequence of lessons:

1. Understand the difference between the World Wide Web and the internet.
2. Learn about the difference between an LAN and a WAN.
3. Research and find out about the age of the internet, considering what the future may hold.
4. Know what a spreadsheet is and enter data in cells. Introduce some basic data formulae in Excel.
5. Use a spreadsheet to model a situation and organise data.
6. Create a variety of charts in Excel. Use a spreadsheet for real life situations and problem solving.

Key Vocabulary: ub/switch, internet, World wide web, LAN, WAN, wifi, router,

Impact:

Children can identify the differences between Local Area Networks and Wide Area Networks. Children can use a spreadsheet effectively in real life situations and problem

PE:

Rounders

Intent: For children to use running, jumping, throwing and catching in isolation and in combination. To play competitive games and apply basic principles suitable for attacking and defending.

Sequence of lessons:

1. To develop throwing and catching.
2. To develop under pressure whilst abiding by the rules.
3. To strike a bowled ball with consistency.
4. To develop fielding techniques and select appropriate action.
5. To understand and apply tactics in a game.
6. To apply skills and knowledge to compete in a tournament.

Key Vocabulary: Abide, appropriate, assess, backing up, close catch, collaborative, consecutive, consistently

Impact:

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

PSHE:

Changing Me

Intent: Children will 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. They talk about being physically attracted to someone and relationships.

Sequence of lessons:

1. To be aware of own self-image and how body image fits into that
2. To explain how girls' and boys' bodies change during puberty.
3. To describe how a baby develops from conception through the nine months of pregnancy.
4. To understand how being physically attracted to someone changes the nature of the relationship.
5. To know myself well enough to maintain positive relationships with others.
6. To be aware of the importance of a positive self-esteem

Key Vocabulary: Body-image, Self-image, Characteristics, Looks, Personality, Perception, Real-self, Assertive, Comparison,

Impact:

Children will learn develop self-esteem and understand the importance of mutual respect within relationships.

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MFL:

Visiting a Town in France

Intent: Practising language-learning strategies; developing reading, speaking and listening skills through a theme of visiting a French town.

Sequence of lessons:

1. To create a description of my route to school.
2. To begin to understand, ask for and speak directions to places in a town.
3. To learn about travel to France through role play.
4. To express and justify an opinion on where to visit in a town.
5. To analyse a text and identify key grammatical features.

Key Vocabulary: en voiture, en bus, en train, en avion, à vélo, à pied, entre, autour de, au bord de, loin de, la droite, la gauche

Impact:

Children can use key vocabulary, read and answer questions based on a visiting a French town. They are able to use key language to write a share an opinion.

Music:

Leavers Song

Intent: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Sequence of lessons:

1. Can I listen to and describe music?
2. Can I write lyrics for a song?
3. Can I organise lyrics into a song structure?
4. Can I use vocal improvisation and known melodies against a backing track?
5. Can I compose a melody?
6. Can I compose a verse melody?

Key Vocabulary: Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics,

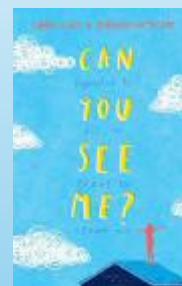
Impact:

Record melodies using letter notation. Perform the leavers' song with confidence

English:

Reading:

Year 6 will be reading the text 'Can you See Me', a lovely text based around, Tally, a girl experiencing transition between Primary and Secondary.



Writing:

This half term, they will be continuing a mystery narrative based around the short film, 'Francis'.

They will then finish the half term with writing a non-chronological report using the stimulus, Shackleton's Journey.



Maths:

Children will be revising their knowledge through a Problem-Solving unit, which will focus on revisiting a range of Mathematical concepts taught throughout the year.

