



## Fowey Primary School: Half termly Overview



### Year 6 Summer 1

#### Science:

##### Light

**Intent:** To understand that light appears to travel in straight lines and objects are seen because of reflected light. They will explain why shadows have the same shape as the object that cast them.

**Sequence of lessons:**

1. Can I explain that light travels in straight lines?
2. Can I explain that light travels from light sources?
3. Can I explain that objects are seen because of reflected light?
4. Can I explain why shadows have the same shape as the object?
5. Can I explain how our eyes allow us to see?
6. Can I explain my understanding of light?

**Key Vocabulary:** Light, light source, dark, absence of light, transparent, translucent opaque, shiny, matt, surface

#### Impact:

Children will be able to answer the following questions: 1) How does light travel? 2) Give 2 examples each of luminous and non-luminous objects? 3) What does light do when it hits our eyes? 4) Why do shadows have the same shape as the objects that cast them?

#### Art/DT:

##### Sculpture and 3D:

##### Making memories

**Intent:** To create expressive sculptures and reflect on artistic decisions. To learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.

**Sequence of lessons:**

1. To analyse how art can explore the concept of self.
2. To explore sculptural techniques.
3. To use creative experience to develop ideas and plan a sculpture.
4. To apply an understanding of materials and techniques to work in 3D.
5. To problem solve, evaluate and refine artwork to achieve a chosen outcome.

**Key Vocabulary:** assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, sculpture

#### Impact:

Children will produce a completed sculpture demonstrating experimentation, originality and technical competence. They will competently reflect on successes and personal development.

#### PE:

##### Athletics

**Intent:** To set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

**Sequence of lessons:**

1. To develop my own and others sprinting technique.
2. To identify a suitable pace for the event.
3. To develop power, control and technique for the triple jump.
4. To develop power, control and technique when throwing for distance.
5. To develop throwing with force and accuracy for longer distances.
6. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

**Key Vocabulary:** discuss, drive, event, explosive, fling, grip, maximum, meet, officiate, pace, pattern, phase, power, release, rhythm, stance, strategy.

#### Impact:

Children can take part in various activities linked to athletics, following rules of fair play, whilst improving their techniques.

#### 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.



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#### Music:

##### Baroque

**Intent:** Define some key features of Baroque music, including recitative, canon, ground bass and fugue. They will take part in a vocal improvisation task based on Baroque recitative.

##### Sequence of lessons:

1. To understand the importance of Monteverdi in the history of opera.
2. To read and play a canon from staff notation.
3. To demonstrate an understanding of Baroque music features when composing.
4. To combine knowledge of staff notation and aural awareness to play a fugue.
5. To apply their understanding of fugue structure when performing with others.

**Key Vocabulary:** Baroque, bass clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative

#### Impact:

Children can learn a fugue part by reading staff notation, with or without note names and perform a fugue.

#### English:

##### Reading:

Year 6 will be completing a lot of SATs reading and SPAG practice.



##### Writing:

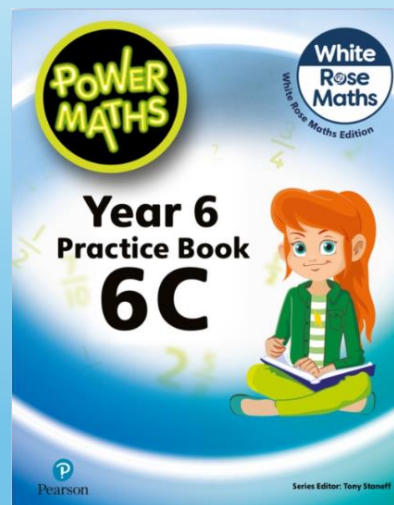
This half term, the children will begin with writing a Narrative based on the Literacy Shed video, 'Francis'.



This will be followed by a non-chronological report on 'Shackleton's Journey.' The children will finish off the summer term with a horror Transition unit.

#### Maths:

Children will be developing their skills within the concepts of Geometry, focusing on the properties of shape and position and direction. They will also build on their problem solving skills within all concepts visited across the units during this year.



#### PSHE:

##### Relationships

**Intent:** Children will look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and about people who can try to control them or have power over them

##### Sequence of lessons:

1. To know that it is important to take care of my mental health.
2. To know how to take care of my mental health.
3. To understand that there are different stages of grief and that there are different types of loss.
4. To recognise when people are trying to gain power or control.
5. To judge whether something online is safe and helpful for me.
6. To use technology positively and safely to communicate with my friends and family

**Key Vocabulary:** mental health, stress, anxiety, support, self-care, cope, power, control, assertive, judgement, cyber-bullying, grief

#### Impact:

Children will have a clear understanding of how to take care of their mental health and be able to recognise situations that may make them feel unsafe.