

**Big Question: Will you remember the rules?**

<b>Year: 6</b>		<b>Term: Summer 2</b>
<p><b>Introduction to the topic:</b>                  During the pre-learning challenge, introduce the children to the big question for this half term: 'Will you remember the rules?' and explain how it fits in with the whole school theme of 'Follow the Rules'. Are there rules for living a healthy and safe life?                  Explore some of the ideas the children have and then ask the question: What rules do you need to follow to have a healthy life? Model an idea on the board before the children complete their pre-learning challenge.</p>		
<b>English</b>	<b>Maths</b>	<b>Geography</b>
<p align="center"><b>Follow the Rules</b></p> <p>Non-fictional writing around the topic of sports and games</p>	<p align="center"><b>Financial Education</b></p> <p>Using different resources from banks, the pupils will start to understand the different financial products and learn how to budget.</p>	<p>What rules can help us navigate our local area?</p>
<b>Art and Design</b>	<b>Design and Technology</b>	<b>PSHE and Citizenship</b>
<p align="center"><b>Kapow Scheme of Work</b></p> <p>Sculpture and 3D Making Memories</p>	<p align="center"><b>Kapow Scheme of Work</b></p> <p>Digital World Navigating the World</p>	<p align="center"><b>Jigsaw Scheme of Work</b></p> <p>Changing Me Lessons from Jigsaw: 1 – Self and body image 6 – Transition to secondary school See information below for additional lessons.</p>
<b>Science</b>	<b>RE</b>	<b>Computing</b>
<p>Light and Living things and their habitats - classification</p>	<p align="center"><b>2022 Newham Agreed Syllabus</b></p> <p align="center"><i>How important are the similarities and differences between and within religions?</i></p> <p>How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way?</p>	<p align="center"><b>NCCE Scheme of Work</b></p> <p align="center"><i>Programming B – Sensing Movement</i></p> <p align="center"><i>STEM for Sustainability Project</i></p>
<b>PE</b>	<b>Music</b>	<b>Spanish</b>
<p align="center"><b>Complete PE Scheme of Work</b></p> <p><b>PE Coach:</b> Rounders <b>Class Teacher:</b> Class Choice</p>	<p align="center"><b>Music and Art</b></p> <p>End of Term Production – Design and Practice</p>	<p align="center"><b>The Summer is Here!</b></p> <p>The future: summer holidays. Pupils will learn how to express the future in Spanish and a range of time adverbials.</p>
<p><b>Links to the National Curriculum (what must be covered) and assessment descriptors:</b></p>		
<p><b>English</b>                  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes</li> <li>• (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet:</li> <li>• Homophones and other words that are often confused</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> </ul>		

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views
- Spell some words with 'silent' letters: e.g. knight, psalm, solemn
- Continue to distinguish between homophones and other words which are often confused
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Evaluate and edit by: assessing the effectiveness of their own and others' writing
- Evaluate and edit by: ensuring the consistent and correct use of throughout a piece of writing
- Proof-read for spelling and punctuation errors
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists.
- Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
- Using expanded noun phrases to convey complicated information concisely
- Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -ify

Working towards	Expected	Greater depth
I can organise paragraphs around a theme and use non-fiction organisational devices	I can use organisational and presentational devices to structure text and to guide the reader	I can use further organisational and presentational devices to structure text and to guide the reader and use relative clauses within non-fictional writing,

### Maths

Pupils should be taught to:

- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics,
- solve problems involving percentage change and
- have a simple interest in financial mathematics.

Working towards	Expected	Greater depth
I am able to identify different ways we use money in our everyday life and understand how budgeting can help towards spending and saving.	I can complete a budget using a template and explain different ways to improve it by spending less and saving more.	I am able to plan my own budget using different scenarios then explain the reasoning behind this using key vocabulary and financial concepts.

### Geography

Working towards	Expected	Greater depth
I can	I can	I can

### Art and Design

This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.

Working towards	Expected	Greater depth
I can explore different ways to express myself through art. I can discuss the styles of a variety of artists and express an opinion.	I can explain the difference between literal and abstract sculpture. I can draw a plan of my art piece and use a variety of sculpting skills to translate it into a 3D object.	I can explain how my artwork demonstrates an aspect of myself and suggest ways that art can be used to evoke memories.

### Design and Technology

In this unit, pupils will design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. They will pitch and explain the product to a guest panel.

Working towards	Expected	Greater depth
I can develop a product idea through annotated sketches and explain how it meets a client's design brief.	I can place and manoeuvre 3D objects, using CAD.	I can explain material choices and say why they were chosen as part of a product concept.

**PSHE and Citizenship and Emotional Literacy/Social Skills**

Pupils should have the opportunity to learn what is meant by a healthy lifestyle; how to maintain physical, mental and emotional health and wellbeing; how to manage risks to physical and emotional health and wellbeing; ways of keeping physically, financially and emotionally safe, about managing change, including puberty, transition and loss; how to make informed choices about health and wellbeing and to recognise sources of help with this; how to respond in an emergency and to identify different influences on health and wellbeing.

From Jigsaw:

- 1) I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.
- 2) \*
- 3) \*
- 4) \*
- 5) \*
- 6) I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for starting secondary school.

\*Lessons 2-5 will be addressed in the Y6 human reproduction talk. These lessons **should not** be completed in class time. Instead, use the description above to plan lessons that address each aspect:

- What is meant by a healthy lifestyle?
- How can we maintain physical health?
- How can we maintain mental and emotional health and wellbeing?
- How can we manage risks to physical health?
- How can we manage risks to emotional health and wellbeing?
- Can we describe ways of keeping physically, financially and emotionally safe?
- What are the best ways to manage change?
- Where can I go to find information that can help me to make informed choices about health and wellbeing?
- How should we respond in an emergency?
- Can I identify different influences on health and wellbeing?

Working towards	Expected	Greater depth
I can <b>describe</b> what is meant by a healthy lifestyle and <b>list</b> ways a person can accomplish physical and mental wellbeing.	I can <b>describe</b> what is meant by a healthy lifestyle and I can <b>understand</b> what may help or hinder a person achieving physical and mental wellbeing, <b>listing</b> ways to overcome obstacles that may be faced.	I can <b>demonstrate</b> what is meant by a healthy lifestyle and I can <b>give examples</b> of events which may help or hinder a person achieving physical and mental wellbeing, <b>describing</b> ways to overcome these events.

**Science**

I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  
 I can carry out investigations using the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  
 I can describe how plants and microorganisms are classified into broad groups according to common observable characteristics and based on similarities and differences.

Working towards	Expected	Greater depth
I can recognise that when light is blocked, a shadow is formed. I can describe that reflections can be seen in shiny surfaces.	I can recognise that light travels from a source, and that when it is blocked, a shadow is formed. I can describe how light is reflected and refracted. I can explain using ray diagrams how light enables us to see objects.	I can explain how light is reflected and refracted, and the application of this in everyday objects and instances. I can make careful measurements of shadows and describe a pattern in shadow size and distance to source.

Pupils should be given the opportunity to: think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so; learn to make specific references to two or more religions and their celebrations, describing specific religious and cultural practices and making reference to how some practices are forbidden in some religions and celebratory in others, using appropriate and considered vocabulary.

Working towards	Expected	Greater depth
I can <b>make some specific references</b> to a religion and its celebrations.	I can <b>make specific references</b> to two religions and their celebrations, <b>describing</b> some specific religious or cultural practices.	As before and I can use my knowledge to <b>explain</b> how and why some practices are forbidden in some religions and celebratory in others, using appropriate and considered <b>vocabulary</b> .

**Computing**  
Pupils will design a micro:bit based step counter. First they will review their plans, followed by creating their code. Pupils will test and debug their code, using the emulator and then the physical device. To successfully complete this project, pupils will need to demonstrate their understanding of all the programming lessons they've had so far. Pupils will also take part in the STEM for Sustainability project.

Working towards	Expected	Greater depth
I can <b>run my code</b> on my device and <b>identify</b> if the program did not work as I expected it to.	I can <b>run my code</b> on the emulator to <b>test</b> my program and I can <b>propose a strategy</b> to fix the code if it is not working.	As before and I can <b>discuss</b> the limitations of the emulator when testing code and <b>explain</b> to others about any bugs that were found and how they were fixed.

**PE**  
During their PE sessions this half term, Year 6 should practise:  
**Critical Thinking** – their ability to evaluate information and determine appropriate response.  
**Leadership** – their ability to motivate the group to move toward achieving a common goal.  
**Resilience** – their ability to bounce back from adversity, failure or challenge.  
**Self-esteem** – how they value themselves and their abilities.  
**Teamwork** – working together to achieve a desired result.

Working towards	Expected	Greater depth
I can work as part of a team.	I can use the knowledge and skills I have acquired to respond appropriately in a team game situation.	I can <b>inspire and motivate</b> my team to achieve a common goal and <b>encourage</b> them to keep going.

**Music**  
This half term, the pupils will be working towards creating their end of term performance that will be performed in front of Y5, adults from the school, parents and carers.

Working towards	Expected	Greater depth
I can <b>participate</b> in an end of term performance and <b>explain</b> the impact it had on my confidence.	I can <b>confidently participate</b> in an end of term performance and <b>describe</b> the sense of achievement it gave me.	I can <b>contribute</b> to the content of the end of term performance and <b>inspire and motivate</b> my group to do their part to the best of their ability.

**Spanish**  
How to express the future.  
Adverbs to express future.  
Asking questions about future plans.  
How to express the future using the 3rd person singular.  
Writing a postcard about future plans.

Working towards	Expected	Greater depth
To listen, understand, say and write a more complex sentence with support if necessary To ask and answer several questions with support To follow and read aloud text of familiar songs, stories and rhymes Read aloud familiar words in sentences	To understand and say a complex sentence to present own ideas To engage in a short conversation/exchange using familiar language To follow and understand a song or story with more complex language To pronounce some unfamiliar words using phonic knowledge To read and write sentences demonstrating a good grasp of grammatical concepts encountered To write some complex sentences from memory with understandable accuracy	To engage in a short conversation or present information without support To understand the gist of a simple unfamiliar text using reference materials To read aloud confidently unfamiliar words with a high degree of accuracy To apply an excellent understanding of key grammar concepts encountered in speaking and writing maybe from memory

**Possible Educational Visits and Visitors**

Chessington World of Adventures or Paultons Park (or other theme park) – with the aim of giving the children the opportunity to manage risks and practise being independent.

**Sequence of Key skills/objectives/context (Key teaching points)**

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**Key Vocabulary**

change  
confirmation  
emergency  
finances  
health

Information  
lifestyle  
mental  
physical  
risk  
safety  
signpost

sources  
threat  
transition  
trust  
trustworthy  
wellbeing

**Research Links (for staff)**

<https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/> - Moving Up! video and lesson plans.

<https://www.cgplus.co.uk/blog/transition-to-secondary-school> - blog for school staff.

**Evidence in the books and on display**

- Display key vocabulary.
- Display motivational quotes and posters about changes, transitions and moving forward.
- Display work and pictures from the children’s time at Brampton along with their writing about how they feel about moving on in order to celebrate their time here.
- Display the different ways we can stay healthy (food, exercise, mind and spirit) along with the children’s work on how they are going to ensure that they remember to work on all of these aspects and areas as they approach being a teenager.
- The children will have discussed and written out the reasons why the transition to Y7 is a good thing and written out strategies for coping with any emotions surrounding this that may cause stress or anxiety (e.g. creating and going through ‘what if...’ scenarios).
- The children will have written about a typical day at secondary school.
- The children will have answered problem page letters/emails about issues with changes.

**Outcomes**

- The children will be able to use words connected with changes and transition.
- They will have discussed possible scenarios associated with changes and transitioning and will have developed ideas and strategies on ways to cope.
- The children will develop an understanding of where to get their information from as they grow older so they know it is from a trustworthy and honest source.
- The children will have developed the skills to question what they have heard and know how to ask for confirmation or evidence for anything they are unsure about.
- They will be able to talk about how to maintain positive physical, mental and spiritual health as they grow up.

**Helpful Websites**

<https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-staying-safe-online>

<https://www.youngminds.org.uk/professional/resources/supporting-school-transitions/>

**Strategies for EAL learners and SEN**

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

**SMSC**

Spiritual	Moral	Social	Cultural
-Awe and wonder at the learning journey they have participated in	-How can we make sure we make the right decisions as we get older?	-How can we ensure we get along with the people we meet at our new school and how do we	-How has the culture in Britain changed over time?

during their time at Brampton.		ensure that any issues are dealt with quickly and positively?	
<b>FUNDAMENTAL BRITISH VALUES</b>			
<p><b>Democracy</b></p> <p>-How do secondary schools work in terms of decision making and how can I ensure that my voice is heard?</p>	<p><b>Individual Liberty</b></p> <p>-What are my rights as I go to secondary school and how can I ensure that they are respected?</p>	<p><b>Tolerance and Mutual Respect</b></p> <p>-How can I ensure that my mindset is ready to show tolerance and respect towards the new people I meet at secondary school (pupils and teachers!)?</p>	<p><b>Rule of Law</b></p> <p>-How will the rules change from primary to secondary school?</p> <p>-What do I need to know about my responsibilities as a citizen of Britain in terms of the law and the police?</p>
<b>Links to Rights Respecting Schools</b>			
<p><b>Article 2</b> – No discrimination.</p> <p><b>Article 12</b> – Every child has the right to express their views, feelings and wishes in all matters.</p> <p><b>Article 19</b> – Protection from violence.</p> <p><b>Article 29</b> – Education must develop every child’s talents, abilities and personality.</p>			
<b>Links to Safeguarding</b>			
<ul style="list-style-type: none"> <li>• NSPCC 0800 1111</li> <li>• Young Minds: <a href="https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/school-anxiety-and-refusal/">https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/school-anxiety-and-refusal/</a> or call 0808 802 5544</li> <li>• Place2Be: <a href="https://www.place2be.org.uk/about-us/news-and-blogs/2019/september/secondary-school-transition-it-s-good-to-talk/">https://www.place2be.org.uk/about-us/news-and-blogs/2019/september/secondary-school-transition-it-s-good-to-talk/</a></li> </ul>			
<b>Celebrating Heritage</b>			
<ul style="list-style-type: none"> <li>• Looking back at how Brampton has helped us all to learn about, and appreciate, each other and our backgrounds.</li> </ul>			