

RSHE

Keeping safe and managing risk:

Keeping safe - out and about

Pupils learn:

- about feelings of being out and about in the local area with increasing independence
- about recognising and responding to peer pressure
- about the consequences of anti-social behaviour (including gangs and gang related behaviour)

No outsiders - Y6 lesson 5. To recognise my freedom



St. Cecilia's Catholic Junior School

Topic Map: Year 6 , Summer Term 2



Design Technology & Art and Design Summer Project:

Enquiry Question: 'How have inventions from ancient civilisations influenced modern society?'

In DT the children will:

- carry out research, using surveys, interviews, questionnaires and web-based resources
- identify the needs, wants, preferences and values of particular individuals and groups
- develop a simple design specification to guide their thinking
- generate innovative ideas, drawing on research
- make design decisions, taking account of constraints such as time, resources and cost
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- formulate step-by-step plans as a guide to making and use techniques that involve a number of steps
- identify the strengths and areas for development in their ideas and products
- consider the views of others, including intended users, to improve their work
- critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- evaluate their ideas and products against their original design specification

In Art & Design the children will:

- Understand what impressionism is.
- Know that Claude Monet was an important person in the impressionist movement. Discuss his landscape paintings.
- Research the life and work of Claude Monet and produce a biography.
- Explore and compare Impressionist paintings.
- Understand the main features of impressionism.
- Examine Monet's use of colour to convey different seasons and times of day.

Crucial Knowledge children must remember:

- Know that Impressionism was developed by Claude Monet and other Paris-based artists from the early 1860s.
- Know that before impressionism, landscapes in art were often imaginary, perfect landscapes painted in the studio. The impressionists changed all that. They painted outdoors. As they were outside, they looked at how light and colour changed the scenes.
 - Know and understand the origins of sundials, era they were invented in and how they have influenced modern technology in time telling today.
 - How sundials work and know their features.

History: The Ancient Mayans

How sophisticated were the Mayans?

- understand some of the reasons put forward for why many Maya died out around 900 ad.
- compare the Maya with Stone-Age Britain or ancient Egypt and give reasons for the differences
- complete sums in the Base 20 maths system

Class Read:

Title: A Boy called Hope

Curriculum links: PSHCE

Writing opportunities: Reports, letters, narrative writing and poetry.

Physical Education: Pe kits: Mon, Tue& Fri

Golf

- To develop putting technique and accuracy.
- To develop the technique for chipping.
- To develop technique for a short game.
- To develop the technique for a long game.
- To select the appropriate shot for the situation.
- To design a course and select the appropriate shot for the situation.

Dance

- THEME Stamp, Clap: To copy and repeat a set dance phrase showing confidence in movements.
- To work collaboratively with a partner to explore and develop the dance idea.
- To use changes in level and speed when choreographing.
- THEME: Waiting for...: To copy and create actions using a prop as a dance stimulus.
- To use choreographing devices to improve how the performance looks.

Religious Education:

8) **Reconciliation-** Inter-relating 'Healing'

Big question- Who needs healing?

The sacrament of the sick

Other Faiths: Judaism

9) **Universal Church-** World 'Common Good'

Big question-How can we work together to build a just and fair world? The good work of the worldwide Christian familv.

Computing

Computer Science - in code studio use `for` loops to change loop several times with different values.

Information Technology -be able to film, create, edit any video with various layers of sounds.

Mathematics:

Unit 15 – Problem solving

Problem solving – place value
Problem solving – negative numbers
Problem solving – addition and subtraction
Problem solving – four operations (1)
Problem solving – four operations (2)
Problem solving – fractions
Problem solving – decimals
Problem solving – percentages
Problem solving – ratio and proportion
Problem solving – time (1)
Problem solving – time (2)
Problem solving – position and direction
Problem solving – properties of shapes (1)
Problem solving – properties of shapes (2)
End of unit check

English

Action Stories

To read and analyse particular sections of action text, identifying language and organisational features and comparing a second such text in a different medium.

To identify and note the devices the author uses to engage and motivate the reader.

To identify the features and structure of an adventure text and use these as a model for writing.

To plan, draft, write and review an adventure text.

Science

Light

- recognise that light appears to travel in straight lines
- 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
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them