

Year Six - Topic Planner - Summer Term

Gateways to the World - Enterprise

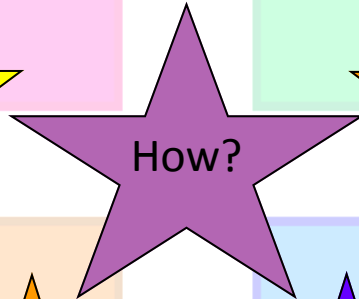


Project Synopsis:

The final term at Ranvilles Junior School prepares children for their transfer to Secondary School. Through the concept of Enterprise, the children lead our fundraising summer fair event; designing, creating and running the stalls in a bid to make a difference to the education of the children at Ranvilles Junior School.

Project Aims:

Through a study on North America, they secure their understanding what it means to be safe – both emotionally, physical and mentally. The children develop and are equipped with the skills needed to be successful in the next stages of their learning as well as in life in modern day Britain.



Project Launch

The final year six project will launch with an Art focus, exploring the work of the famous artist Andy Warhol. This study will inspire children to produce work to sell as part of their enterprise project of running the school fair.

Project Outcome:

Part one of the outcome for the summer term for year 6 will be the summer fair. Much of their work up to that point will be focusing on the enterprise project. Part two will see the children using their theatrical talents to collaborate in producing a show to celebrate their time at Ranvilles Junior School.

National Curriculum Coverage and Key Skills

ENGLISH:

Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

MATHS:

Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

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UNICEF ARTICLE 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Gateways to the World -

SCIENCE: Fuel for Life / How we see things / Evolution and Inheritance
NC Links: Yr6 – 2a, 2b, 2c, 4a, 4b, 4c, 4d, Yr5 – 5b, 5c Yr6 – 3a, 3b, 3c, Yr5 – 3e, 3f
Key Milestones:

- **S1** – Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- **S2** – Describe how adaptation leads to evolution
- **S3** – Recognise how and why the human skeleton has changed over time, since we separated from other primates
- **S4** - Understand that light appears to travel in straight lines.
- **S5** - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- **S6** - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
- **S7** - 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.
- **S8** - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- **S9** - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

GEOGRAPHY: North American Study
NC Links: 1a, 1c, 2a, 3a, 3b, 4a, 4b
Key Milestones:

- **G1** - Name and locate the countries of North America and identify their main physical and human characteristics
- **G2** – Identify and describe how the physical features affect the human activity within a location
- **G3** – Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location
- **G4** – Describe how locations around the world are changing and explain some of the reasons for change
- **G5** – Describe how countries and geographical regions are interconnected and interdependent
- **G6** – Describe and understand key aspects of human geography

ART AND DESIGN: Printing / Digital Media – Andy Warhol
NC Links: 1a, 1b, 1c
Key Milestones:

- **A1** – Build up layers of colours
- **A2** – Create an accurate pattern, showing fine detail
- **A3** – Use a range of visual element to reflect the purpose of the work
- **A4** – Enhance digital media by editing still images (art), sound, animation (link to Scratch)

DESIGN AND TECHNOLOGY: Electricals and Electronics / Computing
NC Links: 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4c, 4d
Key Milestones:

- **DT1** – Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)
- **DT2** – Write code to control and monitor models or products

RELIGIOUS EDUCATION: Concept of Looking Forward -Ramadan and Eid / Concept of Journey – Pilgrimage / Hajj
NC Links: 1a-e, 2a-e, Islam – 5a
Key Milestones:

- **RE1** – Explain some of the different ways that individuals show their beliefs
- **RE2** – Explain how religious beliefs shape the lives of individuals and communities
- **RE3** – Express own values and remain respectful of those with different values
- **RE4** – Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings

LANGUAGES: Un pays francophone
NC Links: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l
Key Milestones:

- **L1** – Show confidence in reading aloud, and in using reference materials
- **L2** – Write short texts of familiar topics
- **L3** – Include imaginative and adventurous word choices
- **L4** – Take part in conversations to seek and give information
- **L5** – Vary language and produce extended responses
- **L6** – Give detailed accounts of the customs, history and culture of the countries and communities where French is spoken
- **L7** – Describe, with interesting detail, some similarities and differences between countries and communities where French is spoken and this country.

PHYSICAL EDUCATION: House Games / Athletics / Striking and Fielding
NC Links: 1a, 1b, 1f
Key Milestones:

- **PE1** – Combine sprinting with low hurdles over 60 metres
- **PE2** – Choose the best place for running over a variety of distances
- **PE3** – Throw accurately and refine performance by analysing technique and body shape
- **PE4** – Show control in take-off and landings when jumping
- **PE5** – Compete with others and keep track of personal best performances, setting targets for improvement.
- **PE6** – Field, defend and attack tactically by anticipating the direction of play
- **PE7** – Strike a bowled ball with accuracy
- **PE8** – Choose and combine techniques in game situations (running, jumping, throwing, catching etc.)

COMPUTING: Excel / Scratch
NC Links: 1a, 1b, 1c, 1f
Key Milestones:

- **C1** - Able to populate rows and columns with data.
- **C2** - Can present their data on a variety of charts (bar, pie and column).
- **C3** - Can identify the coordinates of a cell.
- **C4** - Can use the formula bar to find cell totals.
- **C5** - Can put data into ascending and descending order.
- **C6** - Begins to filter data.
- **C7** - Use Operators within the green operators menu to add variables to the 'Looks' and 'Motion' blocks.
- **C8** - Can create variables such as 'correct' within an operator.
- **C9** - Can add sensing blocks within an operator.
- **C10** - Uses 'if' and 'else' blocks within the yellow Control menu.
- **C11** - Can 'debug' (recognise errors) within a script.

MUSIC: Percussion with Glenn / Show Songs
NC Links: 1a, 1b, 1c, 1d
Key Milestones:

- **M1** – Sing or play from memory with confidence
- **M2** – Sing or play expressively and in tune
- **M3** – Sing an harmony part confidently and accurately
- **M4** – Perform with controlled breathing and skilful playing
- **M5** – Understand the purpose of the treble and bass clefs and use them in transcribing compositions
- **M6** – Understand and use the # (sharp) and flat symbols
- **M7** – Use and understand simple time signatures

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STARS FOCUS

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Learning Journey

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