

Sunrise Curriculum Summer Sequence - Year 6

Autumn 1: Friendship - The story of The Paralysed Man...friends who go above and beyond to show they care. (Luke 5)

Autumn 2: Trust - The story of Mary...trusting God with the future and doing what’s been asked of you. (Luke 1)

‘Are we ready for our next adventure?’



HISTORY

Y3 – children learned about the ancient Romans

Y5 – children learned about the ancient Maya

INTENT

Children will investigate the statement ‘The Ancient Egyptians are only known for their pyramids and mummies’. They will learn about The Egyptians’ greatest achievements.

Sequence of lessons:

- I can identify similarities and differences between the earliest civilisations and why they were significant
- I can place ancient civilisations into chronological order and comment on their position in history
- I can identify the issues with Egyptian chronology
- I can use reasoning to justify my choices about significant Egyptian achievements
- I can identify the main elements of Ancient Egyptian society
- I can identify the main features of Ancient Egyptian housing
- I can identify what Ancient Egyptian beliefs were and why they changed
- I can identify the significance of trade for Ancient Egypt
- I can identify why sources of evidence can be problematic
- I can conduct an enquiry using existing knowledge and further research, providing evidence for my reasons

Outcome/composite

Children will create a ‘mini museum’ to respond to our enquiry statement.

DRAMA

Children have performed in KS1 Nativity and in class assemblies

INTENT

Children will work as a team to put on a production for their families to enjoy at the end of term.

Class Production (Title to be confirmed)

‘All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.’

Outcome/composite

Children will perform the show on stage. The show will be performed live to an audience of family and friends

ART

Children have experienced relief printing using sponges and natural materials.

INTENT

Children will learn to use a range of techniques to create prints on a variety of materials

Sequence of lessons:

- Children explore some basic printing techniques - use string and ink rollers
- Children explore some basic printing techniques - relief prints using inks
- Explore artists who use relief in their work.
- Create oil pastel monoprints
- Explore sgraffito techniques to create a range of natural images
- Create a sgraffito image of a micro-organism (linked to science).

Outcome/composite

Children will host a virtual gallery event to highlight the issue of climate change, using their prints.

COMPUTING

Children have previously learned about image sharing and cookies through their safety lessons.

INTENT

Throughout the unit, children will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

Sequence of lessons:

- To review an existing website and consider its structure
- To plan the features of a web page
- To consider the ownership and use of images (copyright)
- To recognise the need to preview pages
- To outline the need for a navigation path
- To recognise the implications of linking to content owned by other people

Outcome/composite

Children will create a website mock-up to demonstrate their acquired skills and knowledge

This unit brings together elements of all four programming constructs: sequence from Y3, repetition from Y4, selection from Y5, and variables in Y6

INTENT

Children will be taught to use their programming skills using a physical device (Crumble)

Sequence of lessons:

- To create a program to run on a controllable device
- To explain that selection can control the flow of a program
- To update a variable with a user input
- To use an conditional statement to compare a variable to a value
- To design a project that uses inputs and outputs on a controllable device
- To develop a program to use inputs and outputs on a controllable device

Outcome/composite

Children will create a step-counter using a programmed Crumble.

Science

Y3- Pupils learnt about light and shadows.

INTENT

Children will learn about how we see, shadows, reflection and refraction. They will work collaboratively and scientifically to carry out experiments into bending light.

Sequence of lessons:

- 1 – I can explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and to our eyes.
- 2 – I can understand how mirrors reflect light, and how they can help us see objects.
- 3 – I can investigate how refraction changes the direction in which light travels.
- 4 – I can investigate how a prism changes a ray of light.
- 5 – I can investigate how light enables us to see colours.
- 6 – I can explain why shadows have the same shape as object that casts them.

Outcome/composite

Children will create a ‘shadow theatre’ about what they have learnt about light.

INTENT

Life cycle of a human being; development of babies and the gestation periods; changes experienced during puberty.

Sequence of lessons:

- 1 - • I can describe the stages of human development.
- 2 - • I can explain how babies grow and develop
- 3 - I can describe and explain the main changes that occur during puberty
- 4 - I can identify the changes that take place in old age
- 5 - • I can report findings from enquiries, in relation to research about gestation periods of animals
- 6 - I can record complex data using graphs and models, when comparing the relationship between gestation periods and life expectancy.

Outcome/Composite:

Children will present data using more complex presentation methods, E.g. line graphs, charts and models.

Can You See Me? (Transition ink)

Secrets of a Sunk King

Reading opportunities across the Sunrise Curriculum

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MUSIC

Children composed a class percussion piece in Spring 2, focused on ‘Lockdown’. They worked collaboratively. Children will also be working on their stage show alongside this unit.

INTENT

Children will: discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose!

Sequence of lessons:
Charanga ‘Music and Me’ unit

- 1 - Listen and appraise environmental songs and learn rap
- 2 - Identify our audience and write rhyming couplets in groups
- 3 - To work collaboratively to write a chorus
- 4 - To edit chorus and write a bridge
- 5 - To perform a song using voices and technology to add sound effects
- 6 - To evaluate our performance

Outcome/composite

Children will record a music video to be shared with other classes and with parents via Seesaw.



RE

These units draw children’s understanding of Christianity and Hinduism from previous units in Y5 and 6.

INTENT

Children will be able to answer the question:

What Kind of King is Jesus?

This RE unit focuses around a big question each lesson:

- What do we already know about the Kingdom of God?
- Who could make the world a better place?
- Do Christians think Jesus came to Earth to get people into Heaven, or to make the world more like Heaven?
- What did Jesus say the Kingdom of Heaven was like?
- How do Christians try to bring the Kingdom of God to Earth?
- What could we do to make the world a better place?

Outcome/composite

Children will summarise their findings on a double page spread presentation.

INTENT

Children will be able to answer the question: ‘How does faith help people in Cornwall when life gets hard?’

Sequence of lessons:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.
- I can say what Christians believe about how people can gain eternal life
- I can give at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus
- I can describe and explain how Christians mark a person’s death at a funeral
- I can explain how a funeral can help people during a difficult time after someone dies.
- Use evidence and examples to show how beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

Outcome/composite


Children will respond to the unit question using art, inspired by examples from a previous NATRE competition [Art in Heaven 2014 \(natre.org.uk\)](https://www.natre.org.uk)

PSHE - JIGSAW

Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

INTENT

Children will suggest strategies to avoid someone being pressurised.



Relationships

In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.

Changing Me

In this Puzzle the class 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 and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don’t want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.

Outcome/composite

Children will attend transition days at their new secondary schools and demonstrate their confidence for the transition



- I know that it is important to take care of my mental health and learn ways in which to do this.
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
- I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- I understand how being attracted to someone changes the nature of the relationship and that respect for one another is essential and that I should not feel pressured into doing something that I don’t want to.
- I am aware of the importance of a positive self-esteem and know how to challenge negative ‘body talk’
- I can identify what I am looking forward to and what worries me about the transition to secondary school and know how to prepare myself emotionally for the changes next school year.

FRENCH

Children have covered all of the KS2 curriculum for French. However, children will be given regular opportunities to revisit the language and to practise holding conversations using their skills.

Curriculum Kernewek

Children will further develop their understanding of faith in Cornwall through their learning in RE. Children will take part in several activities at Bishop’s Forum – a local (Penryn) charity-based activity centre which models inclusion for all.

PE

INTENT

Children will learn to develop flexibility, strength, technique, control and balance when running, jumping, throwing and catching

Sequence of lessons:

- To practise and refine fundamental movement skills needed for athletics.
- To work as a team to competitively perform a sprint relay.
- To control running pace over a range of distances.
- To refine my hurdling technique.
- To practise and refine jumping techniques.
- To throw for distance using a heave throw technique.

Outcome

Children will have opportunities to use the techniques learnt to enhance their performance when competing against other

INTENT

Children will learn to perform a variety of shots and when to use them in a game scenario.

Sequence of lessons:

- To understand and practise some of the fundamental skills of tennis.
- To hit a ball with accuracy using the forehand technique.
- To be able to play a backhand stroke with control and accuracy.
- To be able to perform an overhead tennis serve
- To develop a volley for use in a tennis mini-game.
- To apply learnt skills in a variety of tennis mini-games.

Outcome/composite

Children will have opportunities to sue the skills and techniques learnt in a variety of match situations

