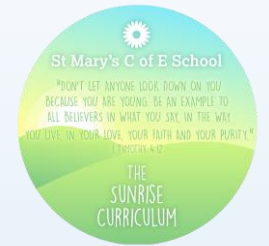






Sunrise Curriculum Summer Sequence - Year 6

Summer 1: Hope - The story of the risen Jesus...hope for new life. (John 20)

Summer 2: Compassion - The story of The Good Samaritan...caring for others. (Luke 10:30-37)

‘Are we ready for our next adventure?’



<div><div>HISTORY</div><div>Y5 – children learned about the ancient Maya</div></div>	<div><div>DRAMA</div><div>Children have performed in KS1 Nativity and in class assemblies</div></div>	<div><div>ART</div><div>Children have experienced relief printing using sponges and natural materials.</div></div>	<div><div>COMPUTING</div><div>Children have experience of using a range of programmes to design in 2d</div></div>	<div><div>Science</div><div>Y4 – children identified animal characteristics Y3 – children learned the parts of a plant Y5 ?</div></div>	
<div><div>INTENT (Children will learn)</div><div>Children will understand the impact the Egyptians had on modern life</div></div>	<div><div>INTENT</div><div>Children will work as a team to put on a production for their families to enjoy at the end of term.</div></div>	<div><div>INTENT</div><div>Children will learn to use a range of techniques to create prints on a variety of materials</div></div>	<div><div>INTENT</div><div>Children will develop their competency using a range of digital tools to create objects. Children will make 3d models using CAD software.</div></div>	<div><div>INTENT</div><div>Children will: Know and understand how to classify animals according to their characteristics Identify micro-organisms and conduct an investigation</div></div>	
<div><div>Sequence of lessons:</div><div><div>Dazzling Start – British Museum Virtual Workshop!</div><div><div>▪1 - • I can find out about the different ways in which ancient Egyptians lived and worked. (Make comparisons to children’s knowledge of the ancient timeline - The Mayans and Romans particularly)</div><div>2 - • I can understand what was important to people during ancient Egyptian times (discuss similarity and difference)</div><div>▪3 - • I can understand and explain the ancient Egyptian ritual of mummification (Children to present the process in a way of their choice, showing that they have ‘thoughtfully selected and organised relevant historical information’)</div><div>▪4 – Learn about the discovery of Tutankhamun’s tomb and understand how evidence can give us different answers about the past. (Use a variety of sources to find the contents of the tomb)</div></div></div></div>	<div><div></div><div><div>Sequence of lessons:</div><div>‘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.’</div></div></div>	<div><div>Sequence of lessons:</div><div><div>1 - Children explore some basic printing techniques - use string and ink rollers</div><div>2 - Children explore some basic printing techniques - relief prints using inks</div><div>3 - Explore artists who use relief in their work.</div><div>4 - Create oil pastel monoprints</div><div>5 - Explore sgraffito techniques to create a range of natural images</div><div>6 - Create a sgraffito image of a micro-organism (linked to science).</div></div><div></div></div>	<div><div>Sequence of lessons:</div><div><div>▪ To use a computer to create and manipulate three-dimensional (3D) digital objects</div><div>▪ To compare working digitally with 2D and 3D graphics</div><div>▪ To construct a digital 3D model of a physical object</div><div>▪ To identify that physical objects can be broken down into a collection of 3D shapes</div><div>▪ To design a digital model by combining 3D objects</div><div>▪ To develop and improve a digital 3D model</div></div></div> <div><div>Outcome/composite</div><div>Children will create a digital photo frame design and include a photo of them during their time at school.</div></div> <div><div>INTENT</div><div>Children will bring together their knowledge of using digital editing software to create trailers for their upcoming show.</div></div> <div><div>▪ During the process of our Drama Sessions, children will film snippets of scenes to create a short trailer using the iPads.</div></div>	<div><div>Sequence of lessons:</div><div><div>▪ 1 – I can give reasons for classifying animals based on their similarities and differences</div><div>▪ 2 – I can describe how all living things are sorted into groups (Linnaean System)</div><div>▪ 3 – I can identify the characteristics of animals and classify them accordingly.</div><div>▪ 4 – I can describe and investigate helpful and harmful micro-organisms</div><div>▪ 5 – I can identify the characteristics of micro-organisms</div><div>▪ 6 – I can classify micro-organisms found in my local habitat</div></div></div> <div><div>Outcome/composite</div><div>Children will present their findings of local area micro-organisms in the style of a scientific TV report. Use iPads to record and edit.</div></div> <div><div>INTENT</div><div>Life cycle of a human being; development of babies and the gestation periods; changes experienced during puberty.</div></div>	
<div><div>Outcome/composite</div><div>Children will visit (guidelines allowing) Royal Cornwall Museum to take part in an ‘Judgement of the Dead ceremony’</div></div>	<div><div>Outcome/composite</div><div>Children will perform the show on stage. The show will be recorded and/or performed live to an audience (restrictions allowing).</div></div>	<div><div>Outcome/composite</div><div>Children will host a virtual gallery event to highlight the issue of climate change, using their prints.</div></div>	<div><div>Children’s trailers will be shared with their families and with school to build excitement about the show.</div></div>		
<div><div></div><div>Can You See Me? (Transition ink)</div></div>	<div><div></div><div>Secrets of a Sunk King</div></div>	<div><div>Reading opportunities across the Sunrise Curriculum</div></div>			<div><div>Outcome/Composite:</div><div>Children will present data using more complex presentation methods, E.g. line graphs, charts and models.</div></div>

Sunrise Curriculum Summer Sequence - Year 6

‘Are we ready for our next adventure?’




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

This unit draws 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?

Sequence of lessons:

1. I understand the different types of writing that make up the Bible
2. I know the Genesis 1 creation story and consider scientific understanding about creation
3. I can explore different opinions about the genre of Genesis 1
4. I can reflect on how faith inspires stewardship

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:

1. Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
2. Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.
3. I can say what Christians believe about how people can gain eternal life
4. I can give at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus
- 5a. I can describe and explain how Christians mark a person’s death at a funeral
- 5b. I can explain how a funeral can help people during a difficult time after someone dies.
6. Use evidence and examples to show how beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

Outcome/composite

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



1. I know that it is important to take care of my mental health and learn ways in which to do this.
2. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
3. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
4. I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
5. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
6. 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.
7. I am aware of the importance of a positive self-esteem and know how to challenge negative ‘body talk’
8. 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.

PE

INTENT

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

Sequence of lessons:

1. To practise and refine fundamental movement skills needed for athletics.
2. To work as a team to competitively perform a sprint relay.
3. To control running pace over a range of distances.
4. To refine my hurdling technique.
5. To practise and refine jumping techniques.
6. 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:

- 1)To understand and practise some of the fundamental skills of tennis.
- 2) To hit a ball with accuracy using the forehand technique.
- 3) To be able to play a backhand stroke with control and accuracy.
- 4)To be able to perform an overhead tennis serve
- 5)To develop a volley for use in a tennis mini-game.
- 6)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