

Great Kingshill CE Combined School  
Long Term Planning Summer 1

Year Group: 6

Topic:

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Science  Electricity	To represent a simple circuit in a diagram and explain how it works. What is a circuit? How does electricity move through a circuit?	SATS WEEK	To use a switch in a simple circuit and explain how it works.	To demonstrate the effects of changing the current flowing through the components in a circuit.	To demonstrate how circuits can be constructed from diagrams.			
Computing	Social media e-safety discussion.	. Text based coding – opportunities and variety.	Text based coding – looking at java code within games.	Text based coding – looking at python code within games	Text based coding – text code puzzle assessment.			
Music <i>Charanga Scheme</i> By the end of the unit pupils will be able to  Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative Both Sides Now.  Your students can access this Unit of Work to write their own music.  Throughout this series, students will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.  They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.	- 1. Listen and Appraise (listen to a selection of music from the four featured artists in this unit) - ● Explain what the Inspirational Women’s Timeline is	2. About the Artists - Inspirational Women in the Music Industry a. Watch the video ‘Introduction to the Artists’. These are four very different artists who create their own music. They have a very strong sense of identity and culture. They know who they are and where they are from	3. Create - What do we mean by Music and Me (identity)? Get into groups of two or more and begin to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else.	3. Create - What do we mean by Music and Me (identity)? Get into groups of two or more and begin to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else.	4. Perform, Share and Present the learning that has taken place in the lesson.			
PHSE <b>Relationships</b> <i>Jigsaw Scheme</i> By the end of the unit pupils will be able to: To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. To explain why people may experience a range of feelings associated with loss. To also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. To explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. To offer strategies to help me manage these feelings and situations. To consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. To also appraise the effectiveness of different strategies to help me manage my feelings.	I know that it is important to take care of my mental health	I know how to take care of my mental health	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when people are trying to gain power or control	I can judge whether something online is safe and helpful for me	I can use technology positively and safely to communicate with my friends and family		
Design Technology	To investigate and compare a range of slippers.	To be able to make a pattern for a pair of slippers.	To develop a range of sewing and decorating technique	To be able to design a pair of slippers for a particular purpose.	To be able to make a pair of slippers.  To be able to evaluate			
ART & Design <i>Plan Bee Scheme</i>								
Geography	To be able to explain how weathering and erosion can change a landscape. Picture-sequencing task to show changes.	To understand how coastal features are formed, and explain how water and weather can change a coastline. Identify and label diagram of features of a coastline.	To explain how electricity is generated and distributed.  Enough for Everyone – Lesson 2	To explain renewable sources of energy.  Enough for Everyone – Lesson 3	To understand and describe the main aspects of climate change and how it affects the planet. Look at causes of climate change and how they are			

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	Types of erosion task cards and questions. OCW – Lesson 1	Write about how bays/beaches etc. are formed. Find the Steve Backshall clip! OCW – Lessons 2&3			affecting the environment. Chn make a campaign poster/leaflet on how to combat climate change.			
History								
German								
RE <b>Islam</b> <i>Discovery RE Scheme</i> <b>Does belief in Akhirah (life after death) help Muslim lead a good life? (2 terms)</b> To provide examples of times when choices are influenced and can be changed by consequences To explain how believing in Akhirah influences Muslims to do their best to lead good lives To recognise what motivates or influence Muslims to lead a good life and compare it with their own lives To explain how things can be misinterpreted To explain two different Muslim interpretations of Jihad	Step 1: Engagement  How far would you go to stand up for something you believe in? Give children a scenario and invite them to stand on a continuum to show how strongly they agree/disagree with the person's actions in the scenario...then add some information to the scenario to see if this makes them change their minds/positions on the continuum, and why.	Step 2: Investigation  Start the discussion by asking children: What does leading a 'good' life involve/look like? How would you know if/when someone was living a 'good' life?	Step 2: Investigation  Start the discussion by asking children: What does leading a 'good' life involve/look like? How would you know if/when someone was living a 'good' life?	Step 2: Investigation  Ensure children remember that Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good. Introduce the question: Does belief in Akhirah (life after death) help Muslims lead good lives?	Step 3 Evaluation  Make a Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings of Allah.			
Games <i>Power of PE</i>	ROUNDERS Skills: I can.... Catch with soft hands Throw accurately into space	Skills: I can.... Bowl accurately at a consistent height Ground field consistently well	Skills: I can.... Catch and throw quickly from backstop Strike with some accuracy into a given area	Skills: I can.... Back up fellow fielders in the outfield Communicate with my fellow batsmen/women when between bases	Skills: I can.... Throw with real accuracy and under pressure Play a full game in a small group taking on different roles within the team Skills: I can.... Adapt my game according to the direct opponent/situation			
PE <i>Power of PE</i>	ULTIMATE FRISBEE Skills: I can.... Send a frisbee accurately using the backhand Catch a frisbee consistently with 2 hands	Skills: I can.... Throw a frisbee on the forehand side Intercept a frisbee	Skills: I can.... Catch one handed Dummy passes	Skills: I can.... Build attacks, gradually retaining possession carefully Time my runs to breach my opponent's defence	Skills: I can.... Find space in tight situations Play purposefully, contributing in defence and attack Skills: I can.... Apply my skills and knowledge in a game situation Communicate well in a game situation			