

Great Kingshill CE Combined School  
Long Term Planning Summer 2

Year Group: 6

Topic:

| Subject   | Week 1  | Week 2   | Week 3   | Week 4  | Week 5   | Week 6  | Week 7  | Week 8 |
|---|---|--|--|---|--|---|---|--------|
| Science   | To demonstrate how circuits can be constructed from diagrams.   | Research lesson: Will the lights stay on?  | Shelters DT – create a shelter with a working circuit to include a light   | Shelters DT – create a shelter with a working circuit to include a light  | Revision Test<br><br>Analysis and evaluation of the topic.   | SRE   | SRE   |        |
| Computing   | PhotoScape X – photo memento  | PhotoScape X – photo memento   | PhotoScape X – photo memento   | PhotoScape X – photo memento  | PhotoScape X – photo memento   | PhotoScape X – photo memento  | PhotoScape X – photo memento  |        |
| Music<br><i>Charanga Scheme</i><br>By the end of the unit pupils will be able to  | - Step 1<br>Reflect - L’Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music<br>Rewind and Listen Out! I Want You Back by The Jackson 5<br>Reflect - Composers and Composition (Jon Boden)            | Step 2<br>Reflect - Armide Overture by Jean-Baptiste Lully - Baroque<br>Rewind and Listen Out! Take The ‘A’ Train by Duke Ellington and Billy Strayhorn<br>Reflect - Composers and Composition (Jon Boden)   | Step 3<br>Reflect - The Marriage Of Figaro: Overture by Mozart - Classical<br>Rewind and Listen Out! Walking On Sunshine by Katrina And The Waves<br>Reflect - Composers and Composition (Jon Boden)                       | Reflect - Erbkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert - Romantic<br>Rewind and Listen Out! Don’t Worry, Be Happy by Bobby McFerrin<br>Reflect - Composers and Composition (Jon Boden)  | Reflect - Sonata For Horn In F by Hindemith - 20th Century<br>Rewind and Listen Out! The Loco-Motion sung by Little Eva<br>Reflect - Composers and Composition (Jon Boden)   | Reflect - Homelands by Nitin Sawhney - Contemporary<br>Rewind and Listen Out! Man In The Mirror by Michael Jackson<br>Reflect - Composers and Composition (Jon Boden)   | A composition activity using the Music Explorer resource<br>● Rhythm Grid work<br>● The Language of Music<br>● Rewind and Replay (Revision) - revisit songs from the year                                   |        |
| PHSE<br><b>Changing Me</b><br><i>Jigsaw Scheme</i><br>By the end of the unit pupils will be able to:<br>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.<br>To explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.<br>To recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.<br>To reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it. | I am aware of my own self-image and how my body image fits into that  | 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 physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend  | I am aware of the importance of a positive self-esteem and what I can do to develop it   | I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.   | I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.   |        |
| ART & Design<br><i>Plan Bee Scheme</i>  | This week, children will design and draw their own hoodies for display.   | To develop ideas and techniques for stylised graffiti lettering.<br>Lesson 1<br>We will begin to look at Graffiti. How does society view this art form? Children produce their own ‘Throwie’ in their art books. Sketch, colour and edit multiple times.       | To develop ideas for improving a public space with street art.<br>Lesson 2<br>Designing Graffiti art for a town (see slides).  | To create street art in the style of Jason Naylor.<br>Jason Naylor, a New York artist, creates positive message street art in Brooklyn. He uses very bright, often neon colours.<br><br>Show children examples of his work so that they can create their own. | To develop ideas for creating street art using stencils.<br>Lesson 4<br>Banksy   | To create street art using stencils.  | To create street art using stencils.  |        |
| Design Technology   |   |  |  |   |  |   |   |        |
| Geography   | 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 affecting the environment. Chn make a campaign poster/leaflet on how to combat climate change. | To predict how both physical and human factors might change the world in the future. Look at past statistics and facts. Look at scientists’ predictions for how things will change in the future and consider positive and negative effects.<br>OCW – Lesson 6 | Transition to Year 7<br>Session 1<br>End of year booklet.<br>My favourite memories.  | Session 2<br>Transition passport.<br>My main worries.   | Session 3<br>Similarities & Differences.   | Session 4<br>Transition scenarios.<br>‘What If?’ Board game.  | Session 5<br>Letter to my new school; Letter to my future self; Letter to current Year 5.<br>My hopes and aims.   |        |
| History   |   |  |  |   |  |   |   |        |
| German  |   |  |  |   |  |   |   |        |
| RE<br>Islam<br>Discovery RE Scheme<br><i>Does belief in Akhirah (life after death) help Muslim lead a good life? (2 terms)</i><br>To provide examples of times when choices are influenced and can be changed by consequences<br>To explain how believing in Akhirah influences Muslims   | Learning Objectives: We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.  | Step 1 Engagement<br>Generate a discussion about how people see different things as important. Each person has their own idea of what leading a ‘good’ life means. Each person has their own INTERPRETATION  | Step 2 Investigation<br><br>In Part 2 of this enquiry we are going to consider some very complex and sensitive issues relating to how some people who say they are Muslims interpret parts of their Holy Book (the Qur’an) | Step 2 Investigation<br><br>Jihad means ‘effort’ or ‘struggle’ and some Muslims interpret this as meaning, not just a personal struggle inside themselves, but a struggle involving fighting or Holy war (a military Jihad). They believe                     | Step 2 Investigation<br><br>The Qur’an makes it clear that Muslims may fight in self-defence but must not start a fight or a war. “Fight in the way of Allah against those who fight against you, but begin not hostilities. Allah | Step 2 Investigation<br><br>For wars to happen does it mean some people think it is right to fight for their beliefs, or what could the reasons be for fighting and causing so much suffering? Is it possible that some | Step 3 Evaluation<br><br>Does belief in Akhirah (life after death) help Muslims lead good lives? Summarise the work done in Parts 1 and 2 of this enquiry. Ask children to complete the Activity Sheet i.e. |        |

Term: Autumn 2 2020

Great Kingshill CE Combined School  
Long Term Planning Summer 2

| Year Group: 6  |  |   |  |   |   |   | Topic:  |  |
|--|--|---|--|---|---|---|---|--|
| to do their best to lead good lives<br>To recognise what motivates or influence Muslims to lead a good life and compare it with their own lives<br>To explain how things can be misinterpreted<br>To explain two different Muslim interpretations of Jihad |  | of 'good' which is influenced by family, religion etc and may also be influenced by how they understand parts of their Holy Book/ what they read or saw on the internet | and how this influences their views of what leading a 'good' life means to them.   | they are being 'good' by doing this and some of them believe they will be rewarded with heaven when they die if they do this. What is the point of these rules? Do they work? | loveth not aggressors". There are strict rules about when fighting may be considered as a Jihad<br>Can the children try to relate these rules to the images they have and discuss whether they think the rules are being kept or broken | people may think this is what Allah wants them to do and thereby they believe that fighting is part of what they consider to be leading a 'good' life, and therefore will help them be judged as worthy of going to heaven when they die? | to write a balanced argument to answer the enquiry question, concluding with their own opinion/s. |  |
| Games<br><i>Power of PE</i>  | ATHLETICS<br>Skills: I can....<br>Change pace and run at different tempos<br>Sustain my pace over longer distances | Skills: I can....<br>Throw with accuracy and power using the pull technique<br>Throw after a run up   | Skills: I can....<br>Throw with greater force and over longer distances<br>Throw with greater control, accuracy and efficiency | Skills: I can....<br>Perform the correct techniques for triple jump, high jump and standing vertical jump<br>Measure accurately my performance at standing vertical jumping   | Skills: I can....<br>Combine sprinting with hurdling  | Skills: I can....<br>Transfer a relay baton efficiently as part of a team   |   |  |
| PE<br><i>Power of PE</i>   | HRF<br>Skills: I can....<br>Sustain my pace when running<br>Motivate myself to do my best in a range of exercises  | Skills: I can....<br>Show determination and perseverance<br>Run for a period of time, maintaining a good pace   | Skills: I can....<br>Perform a variety of exercises demonstrating good technique<br>Work with determination                    | Skills: I can....<br>Perform exercises with control and good technique<br>Show a desire to improve on previous performances   | Skills: I can....<br>Improve on previous performances<br>Prepare properly for exercise  | Skills: I can....<br>Communicate and negotiate with others to agree what we are going to do as a group<br>Work as part of a group to set up a circuit of exercises  |   |  |