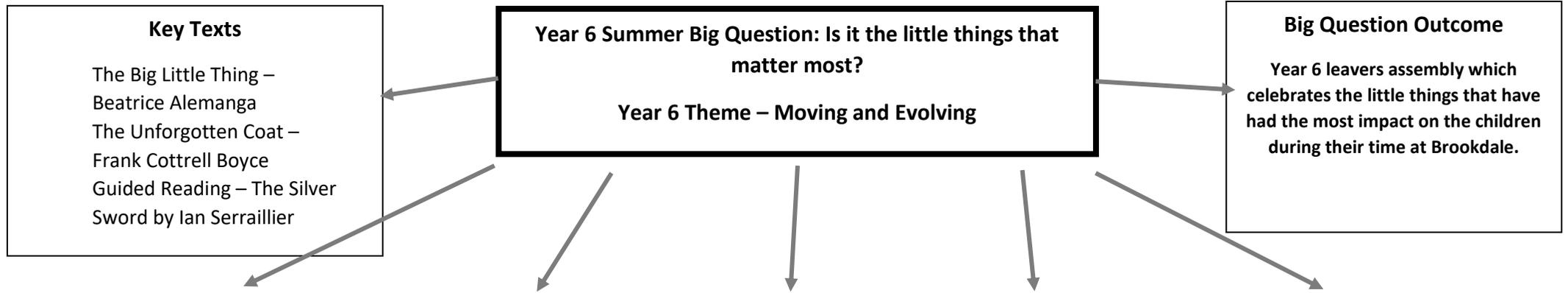


Long Term Plan, Year 6 Summer Term



Content: What will we learn?	Creativity: How will we show we understand in multiple ways?	Coherence: How does this project link to our golden threads, previous learning and future learning?	Compassion: What opportunities are there to teach compassion?	Community: Where are the links to local expertise and resources?
<p>English: The Unforgotten Coat - The Good Guide to Brookdale for a person from a different culture. Write a letter to an agony aunt asking what the characters should do next, The Big Little Things write personal version of what the big little things are for them. GR: The Silver Sword by Ian Serraillier Persuasive writing from the Polish/US officials stating the reasons for and against sending refugees home. (reference back to Autumn term) Science: Light – Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 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. Use the idea that</p>	<p>Writing creatively and considering someone else’s viewpoint. Using art to represent finer detail. Designing and creating a raft using the whole class novel as a stimulus and starting point. Discussion and debate about some of the choices and challenges ahead – moving onto a new school, new friends...</p>	<p>Golden Threads – Civilisation Democracy Freedom Innovation community</p> <p>Previous Learning – The children have learned about how our environment can have a big impact upon who we are and will now consider the importance of the little things, the finer details of what we can all do to protect our environment and how we can use that knowledge in the way we live our lives. They have also learned about other ancient civilisations: Greece, Rome and Egypt.</p>	<p>Happiness can mean different for different people – it’s often the little things that make people happy. People from other cultures may have different experiences to ours and we need to be sensitive to these. Developing ourselves as friends and our understanding of how small actions, looks etc can have a big impact upon someone else. The choices that we make affect ourselves and those around us and we need to be mindful of this.</p>	<p>Local Experts & visits Residential trip to Plas Caerdeon</p> <p>Community events Leavers assembly</p> <p>Creating a year book with memories about each other and Brookdale.</p>

light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity – Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

Computing: Stocks and Shares - What is the stock market? Analyse data, make informed choices, present and critique decisions, bring together 'office' skills and show how they can be used to complement each other. **The Ministry of Crazy Coding** – What is Python? Use Python coding programming to develop a game.

History: The Shang Dynasty - Find out about beliefs, behaviour and characteristics of people, compare beliefs and behaviour with another time studied. Know key dates, characters and events of time studied, link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Use a range of sources to find out about an aspect of time past. **Write an information text about Lady Fu Hao (Shang Dynasty)**

Geography: The Shang Dynasty - Describe and understand key aspects of the development of cities and civilisations, the wider world and trade routes.

Future Learning – Thinking about how becoming part of a new school community will have an impact upon them and how looking at both the bigger picture and the finer details may help them to manage this change. Comparing ancient civilisations and thinking about what they have in common as well as what we can learn from them.

RE: Faith in Action – Learn, think, reflect upon: Personal relationships and responsibility to others, how local community leaders may be motivated by religious or non-religious worldviews, and religious leaders are often important people in the community. How organisations and individuals may be inspired by religions and beliefs to make a positive difference in their communities.

Art: Creating pattern and texture on a small scale – using small marks, tools, subtle colour differences to create a self-portrait which reflects as much detail about them as possible.

DT: Design, make and evaluate a coin purse for high school using CAD. Communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. Design a purposeful, functional, appealing coin purse based on a design specification. Produce lists of equipment and fabrics. Formulate a step-by-step plan, select from a range of tools and equipment, including CAD. Work within the constraints of time, resources and cost.

Music: Listen to and appraise 'You've Got a Friend' by Carole King, Play and Copy back using instruments and the notes: A, G and E, keep the internal pulse, create musical ideas for the group to copy or respond to.

P.E: Athletics - Use a range of athletic actions, skills and techniques in long jump, shot put, Javelin, distance running sprinting, relay and select and apply the correct technique for the event.

Cricket/Rounders - Development of throwing, bowling, batting, and fielding

technique and accuracy, knowledge of rules, positions and tactics.

PSHE: What will change as we become more independent? How do Friendships change as we Grow?

We will learn that that people have different kinds of relationships in their lives. How growing up and becoming more independent comes with increased opportunities and responsibilities. How friendships may change as they grow and how to manage this. How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

RSE: Online Relationships - explore positive and negative ways of communicating in a relationship, consider when it is appropriate to share personal/private information in a relationship and to know how and where to get support if an online relationship.

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