



# **Bevendean Primary School Curriculum**

Year 6 Summer Framework

Topic focus: Ancient Greece and Moving On

# English

## National Curriculum Aims for Year 6

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Learning this term

This term the children continue to develop their ability to write with purpose, accuracy and clarity, extending and drawing upon a wide range of vocabulary. As well as being able to spell words correctly, use a wide range of vocabulary and punctuate well, they learn to understand the meaning of grammatical terms such as phrases and clauses and how to use them, understand what connectives are and how they work and they learn how to turn a question into a command. They revise different genres and focus on report writing, persuasion, discussion and information texts. The children continue to study Madagascar using text base resources as well as the BBC documentaries. Knowledge gained is applied to their writing and they learn to write persuasively to advertise a product.

The children learn to form and to participate in a debate based on the proposed £500 million development known as Pleasure Island by the architect Alan Phillips. His proposal is that a tropical resort stretching between the two Brighton piers is constructed. It includes a skyscraper, casino, houses powered by wind turbines and an eco-sphere with sandy beaches, rolling waves and a constantly warm climate, all moored about a mile and a half off Brighton's shoreline.

The children study Ancient Greece with a focus on Greek life, achievements and their influence on the western world. They research buildings (architecture), the Olympics, democracy, philosophers (e.g. Aristotle, Pythagorus and Archimedes) and legacy (the impact of Ancient Greece on society today). This project provides an opportunity for the children to create an information text, applying their knowledge of grammar and literary features.

During May, the children work with an author via e-mail. This project is part of Brighton Festival's Adopt an Author project, which runs for eight weeks and culminates in a workshop and presentation at The Brighton Dome. The children complete written tasks set by the author who, this year, is Rob Lloyd Jones, author of *Wild Boy*. The book is read and discussed in class prior to completing any tasks set by Rob.

# Mathematics

## National Curriculum Aims for Year 6

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Learning this term

In the first half of this term, the children revise key topics, skills and mathematical concepts. As part of this process, they apply their learning to example assessment questions. Areas for development are identified and studied in greater depth.

During the second half of the summer term, the children undertake *Penny's Border Roll* investigation. They learn to calculate the area and perimeter of display boards and calculate the cost of ordering the correct amount of border roll for designated display boards in the corridors. Following this, the children have an opportunity to apply their mathematical knowledge by working on an extensive project in preparation for their residential trip to Blackland Farm. The children tackle problems related to the finances of the trip, the allocation and positioning of tents and the mathematical dynamics of orienteering and map reading.

# Science

## National Curriculum Aims for Year 6

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

### Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

### Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### 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 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.

## **Learning this term**

The children revise the programmes of study for Key Stage 2, which includes Living Things, Materials and their Properties and Physical Processes. They create revision posters and information leaflets with a learning partner to secure their understanding.

They devise and plan an experiment of their choosing, make predictions, collate results and draw conclusions. They learn how to write a scientific report detailing their findings.

This term, the children also participate in Sex Education lessons in which they learn about the positive and negative effects of physical, mental and emotional health.

They learn to recognise how images in the media do not always reflect reality and can affect how people feel about themselves. They also learn how their bodies will change as they approach and move through puberty and about human reproduction including conception and its prevention as well as relationships. They learn what kinds of physical contact are acceptable or unacceptable and how to respond.

# History

## National Curriculum Aims for Year 6

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### Learning this term

This term the children study Ancient Greece. They research key historical figures in the development of the Greek Empire, explore the influence of famous Greek thinkers on the western world and investigate Greek architecture and its impact on modern architecture. The children produce a detailed information book, which incorporates a variety of media. They

learn how to collate and organise information effectively, develop their skills as active learners and present their work to a high standard.

# Geography

## National Curriculum Aims for Year 6

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Learning this term

See spring term.

# Design and Technology

## National Curriculum Aims for Year 6

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Learning this term

The children participate in workshops led by specialist art teachers, where they learn about and design and create games that would have been played in Ancient Egypt.

They also design and create puppet theatres, which are used for performance purposes.

# Art

## National Curriculum Aims for Year 6

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

### Learning this term

In art, the children explore the artwork of Georgia O'Keefe. They create large pieces of artwork in the style of this artist developing their skills in different mediums.

# Computing

## National Curriculum Aims for Year 6

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### Key stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Learning this term

The children design, write and debug an educational game using Scratch. The game is based on a grammar game of their choice which uses a list (computer array) to store multiple answers. They learn how to access the array and retrieve an item from the list.

This term the children also learn how to use Sketchup (a computer aided design tool) to draw a basic model of their own Pleasure Island linked to English.

# PSHE

## **National Curriculum Aims for Year 6**

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## **Learning this term**

This term the main theme studied is the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, skills and understanding in three key social and emotional aspects. The children revisit common responses to unwelcome change and develop their ability to empathise with others. They explore the idea that negative feelings about change do not last for ever and that often initially unwelcome change can have unforeseen positive consequences. The issue of responsibility is revisited. They also have the opportunity to identify, understand, explore and manage a range of feelings they may be experiencing in relation to secondary transfer. They have further opportunities to explore the links between feelings, thoughts and behaviour, and to consider their own needs, including the importance of belonging within a group.

# Physical Education

## National Curriculum Aims for Year 6

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Learning this term

During PE lessons, the children continue to play competitive games and work on improving the skills of running, jumping, catching, throwing, striking and strategic play. Whilst taking part in team games, such as football, the children learn to further develop the principles of attack and defence. The children also participate in athletics, where they develop stamina, endurance and technique in a range of track and field events.

In the second half of the summer term, the children have the opportunity to participate in a residential adventure at Blackland Farm in East Grinstead! Whilst there, they experience an assortment of physical activities that will increase their enjoyment and appreciation of the outdoors, such as abseiling, archery, zip wire and the crate challenge. Taking part in fun, yet challenging activities helps them to learn new skills and develop their self-esteem. They are required to make choices, assess the risks and the consequences of their decisions, and discover the benefits of teamwork.

# Religious Education

## National Curriculum Aims for Year 6

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

## Learning this term

This term the children learn to:

- Explain why the Eucharist is important to Christians.
- Explain what takes place during a service and why.
- Identify key prayers/parts of the service e.g. the Peace/confession.
- Empathise with a Christian receiving communion and say how it might feel.
- Discuss the feeling and emotions that might be involved in the service.
- Discuss the importance of prayer, fellowship and communion for Christians.

The children study the famous painting of Leonardo da Vinci called 'The Last Supper'. They discuss what the painting depicts and learn that Christians call this Eucharist, Holy Communion, Mass and The Lord's Supper. The word Eucharist comes from the Greek word 'Eucharisto' meaning 'to thank' and for Christians throughout the world this is a very important celebration when they thank God for sending Jesus into the world.

# Music

## National Curriculum Aims for Year 6

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## Learning this term

Specialist music teaching is provided each term by external teachers. They work closely with the class teachers to link music to the topics being studied. During music workshops, the children listen to, appraise and perform music from Ancient Greece. They play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression.

The children also perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.