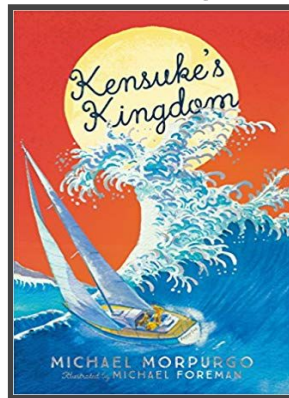


Year 6 Summer 2

Castaways



| Term | Topic Name | Key Text / supporting texts | Key Focus | Key emotional, physical and social intent |
|----------|------------|-----------------------------|-----------|---|
| Summer 2 | Castaways | Kensuke's Kingdom | Science | To assist the children with change and transition to secondary school |

History and Geography objectives coverage

| Geography Objectives | Learning Opportunities | History Objectives | Learning Opportunities |
|----------------------|------------------------|--------------------|------------------------|
| N/A | N/A | N/A | N/A |

English coverage

| <u>Text types</u> | <u>Key skills</u> |
|--|---|
| <p>PUPIL CHOICE: Discussion Text, Diaries, Retell, Narrative from different perspectives, Instructions, Report, Letter, Book Review, Narrative - sequel to the key text</p> | <p>The children will be given free choice to write in response to the different chapters of the key text, Kensuke's Kingdom. They are expected to cover, across a variety of pieces and text types, the key skills for writing that demonstrate they have reached age related expectations. (See below) Whilst doing so, their pieces need to be interesting and engaging for the reader, drawing upon their own experiences to write with well-chosen vocabulary that demonstrate their understanding of the text type and awareness of the reader.</p> <ul style="list-style-type: none"> - Write legibly; neat and joined up - Use commas for lists and for clarity - Paragraph work to organise ideas - Describe settings and characters - Use bullet points, headings and subheadings in non-fiction writing - Spell most words correctly (use dictionaries and spell-checkers to correct any unknown vocabulary) - Use apostrophes for contraction - Select vocabulary and grammatical structures that reflect what the writing requires - In narratives, describe setting, character and atmosphere - Create atmosphere with dialogue to convey character and advance action - Use tense consistently - Use co-ordinating and subordinating conjunctions - Use pronouns and synonyms for cohesion - Open sentences in a variety of ways - Use inverted commas/speech marks - Use expanded noun phrases - Use prepositional phrases effectively - Use well-chosen verbs, adverbs and adjectives - Use varied punctuation for parenthesis - Make some correct use of colons, semi-colons and hyphens |

Science coverage

| <u>Topic</u> | <u>Objectives</u> |
|---------------------------|---|
| Working Scientifically | <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments |
| Evolution and Inheritance | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. |

PSHE coverage

| <u>Topic</u> | <u>Objectives</u> |
|---|--|
| Linked to the key text of Kensuke's Kingdom; especially the ability to adapt when change occurs, whether expected or not - link to when they move on to secondary school. | <ul style="list-style-type: none"> - To recognise that change can be both positive as well as negative - To recognise change that has already occurred in their lives, including situations that they were not necessarily aware of, like their own bodies changing - To understand that change can be abrupt and sudden, or take place over a sustained period of time - To manage the feelings and emotions that accompany change - To maintain a healthy mind when coping with change, both expected and unexpected - To be able to suggest different scenarios that they may experience that will change their lives - To consider how to remain in contact with past friends, whilst making new friends during times of change |

Other subject coverage

| <u>Subject</u> | <u>Objectives</u> | <u>Learning opportunities</u> |
|----------------|--|--|
| Art | To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. | Using the key text, Kensuke's Kingdom as inspiration, pupils will have a choice as to what they would like to create, ensuring they cover all aspects of drawing, painting and sculpting. The book makes reference to Japanese art, so this will be looked into, as well as art relating to boats and sea life. Artists and their work both past and present, including Japanese and those who depict boats / sea life, will also be explored. |
| RE | Enquiry question: Does belief in Akhirah (life after death) help Muslims lead good lives? | (Continuing on from last half term) Through discussion, children assess what it means to lead a good life, and how it can be difficult for a Muslim. They discuss how a belief in the after life can affect how one lives. They will learn about the concept of Jihad can be interpreted differently, leading to different actions and consequences. |
| Computing | Switched on computing scheme, 6.6: we are publishers. <ul style="list-style-type: none"> - to manage or contribute to a large collaborative project - to write and review content | The children will produce a class year book or magazine using desktop publishing tools. They will source, write, edit and combine images and text from a range of sources. |

| | | |
|-------|--|--|
| | <ul style="list-style-type: none"> - source digital media while demonstrating safe, respectable and responsible use - design and produce a high-quality print document | |
| PE | Athletics: personal best / competition against others | The children will develop their ability to throw, both long distance and at targets, as well as their ability to run varying distances. They will improve their own ability in personal best activities, and then competitively against others at the end of academic year sports day. |
| Music | To rehearse and perform songs from different genres. | The children will learn and perform to several audiences songs from different genres as part of their end of academic year production. There will also be opportunities for them to play instruments in accompaniment.. |