

### Understanding the World- Science

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 (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.

### Expressive Arts and Design- DT

Plan the sequence of work e.g. using a storyboard.

Use models and kits to help formulate design ideas.

Combine modelling and drawing to refine ideas.

Use exploded diagrams and cross-sectional diagrams to communicate ideas.

Model alternative ideas.

Decide which design idea to develop.

Make prototypes.

Develop one idea in depth.

Use researched information to inform decisions.

Select from and use a wide range of tools.

Cut accurately and safely to a marked line.

Select from and use a wide range of materials.

### Understanding the World- Geography

Name and locate counties and cities of the United Kingdom (*revision*).

Choose the most appropriate map/globe for a specific purpose.

Use models and maps to discuss land shape i.e. contours and slopes.

Use the scale bar on maps.

Observe, measure and record human and physical features using a range of methods

including sketch maps, cameras and other digital technologies.



## Year 6 Summer 2



**“Oh I do like to be beside the seaside”**

**Stimulus:** The Sea by James Reeves on the Poem Hunter website.

**End of Unit Celebration:**  
“Summer Holiday” Production





### Local/National/Global Links:

What were the early railways like in seaside resorts?

What were seaside holidays like in Victorian times?

How have holidays changed since the Victorian era?

### Understanding the World- History

-  In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts
-  Makes connections, draws contrasts and analyses trends between the different periods.
-  Frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
-  Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses, e.g. examining the coastal settlement patterns and railway routes.

#### Key Questions

**Which were the first British seaside resorts and why did they develop?**

**How did the development of the railways affect the lives of the Victorians?**

**What were the early railways like in seaside resorts?**

**What were seaside holidays like in Victorian times?**

**How have holidays changed since the Victorian era?**

### Expressive Arts and Design- Music

Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.

Play tuned and untuned instruments with control and rhythmic accuracy.

Practise, rehearse and present performances with an awareness of the audience.

Improvise and develop rhythmic and melodic material when performing.

Explore, choose, combine and organise musical ideas within musical structures.

### Personal, Social and Emotional Development

**“What does it mean if God is holy and loving?”**

What words would you use to describe God?

What is the nature and character of God?

What images do you have of God?

How is it possible for God to be visible and yet invisible?

Where is God?

How old is God?

What is God’s name?

What makes God happy?

### Expressive Arts and Design- Art

Use a journal to collect and develop ideas.

Experiment with wet media to make different marks, lines, patterns, textures and shapes.

Use different techniques for different purposes i.e. shading, hatching within their own work.

Show an awareness of how paintings are created i.e. composition.

Develop a painting from a drawing.

Mix and match colours to create atmosphere and light effects.

Add collage to a painted or drawn background.

Use a range of media to create collages.

 Please see links to National Curriculum Maths

 Please see links to National Curriculum English.

## **Skerton St Luke's – Curriculum Teams 2018/2019**



### **Understanding The World**

- History, Geography and Science

**Teacher/s:** Mrs Billington, Mrs Patterson and Mrs Heywood

**Teaching Assistant:** Miss Dunkeld and Miss Grime

**Governor:** Sandra Thornberry



### **Literacy, communication and language**

- English, French and Computing

**Teacher/s:** Mrs Goodwin, Miss Garnett and Ms Leong

**Teaching Assistant:** Miss Cokell

**Governor:** Kath Foster



### **Physical Development**

- Physical Education

**Teacher/s:** Miss Garnett

**HLTA/Teaching Assistant:** Miss Baldock, Mr Parkinson

**Governor:** Steve Hunt



### **Expressive Arts and Design**

- Art, Design Technology and Music

**Teacher/s:** Ms Leong, Miss Butler and Miss Thompson

**Teaching Assistant:** Mrs Pace and Ms Mullineux

**Governor:** Helen Smith



### **Personal, Social and Emotional Development**

- PSHE, P4C and RE

**Teacher/s:** Mrs Patterson, Mrs Billington and Miss Butler

**Teaching Assistant:** Miss Stephenson and Miss Lund

**Governor:** Maxine Kneeshaw



### **Inclusion**

- SEN, AGT, PPG and Pupil Progress

**Teacher/s:** Mrs Armistead, Miss Thompson, Mrs Walling-Lewis and Mrs Stephenson

**Teaching Assistant:** Mrs Holroyd

**Governor:** Lucy Ellis



### **Mathematics**

- Maths

**Teacher/s:** Mrs Patterson

**Teaching Assistant:** Mrs Plevy

**Governor:** Marcus Harding