



# Cranborne Middle School

## Curriculum Overview

### Y6 Summer Term

#### Core subjects

##### English

##### Performance

To end the year, we will be exploring Shakespeare's narrative influence and how he uses language to portray different characters and themes. We will be encouraged to perform a series of ten-minute plays that give us a secure knowledge of performance and scripts meaning that for the first time this year, the children will have the chance to enjoy a wider variety of Shakespeare's work, and will be able to choose the play that they enjoy the most, to perform in a very traditional outdoor setting.

##### A Novel Idea

Year 6 demonstrate all that they have learned in KS2 by producing some exciting pieces of writing this half term. We investigate formal and informal texts. The children will investigate writing letters of persuasion, and letters between family members. They will use their knowledge of authorial techniques to present different information for different purposes. Pupils will demonstrate using hyphens, semi-colons and colons in their writing, as well as showing their grasp of Key Stage 2 spellings.

##### Maths

##### Statistics

Children will develop their ability to understand and present data by interpreting and construction pie charts and line charts, as well as learn how to calculate and interpret the mean as average

##### Geometry

By the end of the school year, children will be able to draw 2D shapes using given dimensions and angles and build simple 3D shapes. They will also be able to compare and classify geometric shapes and find unknown angles, and come to grips with more advanced concepts, such as the radius, diameter and circumference of circles, and coordinates plotted on a full coordinate grid.

##### Science

##### Electricity

This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit, as well as considering the effect in more detail of changing components in a circuit. Pupils have the opportunity to apply their learning by creating an electric game.

##### Secondary Ready – Enquiry Processes

By 'working scientifically', pupils will work in similar ways to scientists.

- Asking scientific questions
- Planning investigations
- Collecting, recording, and presenting data
- Analysing patterns in data
- Evaluating data and methods

Foundation subjects	
<b>Art</b>	<p><b>Local Landscapes</b> The aim of this project is to develop pupils' observational skills and painting techniques when depicting landscapes, both from images and outside in the open air. A visit to Cranborne Manor gardens or the Ancient Technology Centre by the whole year group at the start of the project is the inspiration for a final 2D picture exhibited in school, hosted online by Images Art.</p>
<b>Computing</b>	<p><b>Creating media - 3D modelling</b> Planning, developing, and evaluating 3D computer models of physical objects.</p>
	<p><b>Programming B - sensing movement</b> Designing and coding a project that captures inputs from a physical device.</p>
<b>Design Technology</b>	<p><b>Textiles: Festival Flags</b> Pupils will learn to block print and tie dye to decorate fabrics before using a sewing machine to piece fabrics together to create a fish themed wind sock. Theory work will cover environmental waste issues in the textiles retail industry.</p>
<b>French</b>	<p><b>What are the school rules? - Quelles sont les règles de l'école?</b> Students are able to analyse differences in opinions and what makes their "ideal" school unique. They compare rules and cultural traditions in daily life with schools in France. Students begin to use 'vous' as a polite form for imperatives.</p>
	<p><b>What do we want to see in Europe and why? - Que veut-on voir en Europe et pourquoi?</b> Students recap and extend their vocabulary of Francophone and European countries. They give opinions on why they would prefer to visit particular places, using the stock phrase "je voudrais". Opportunities are given for extension by comparing, describing, and analysing different aspects of the countries studied.</p>
<b>Geography</b>	<p><b>Putting on an event</b> Pupils will consider the issues, both physical and human, to putting on a real life international sporting event. We will be focussing on the Olympic Games which is planned for Los Angeles in 2028.</p>
<b>History</b>	<p><b>Saxons and Vikings</b> Pupils will look at the time up to Edward the Confessor and analyse how England came to be peaceful after a time of struggle and unrest.</p>
<b>Music</b>	<p><b>Introduction to Music technology</b> Pupils will learn how to navigate Garage Band on the ipads, going on to arrange and compose their own music. Using riffs, pupils will explore how chords and bass lines fit with melodies.</p>
<b>Physical Education</b>	<p><b>Athletics</b> Children will be continuing to accurately replicate and develop the events covered in outdoor athletics. Focus will be on preparing for the events covered in sports day and town sports. Pupils will learn to perform as an individual working on their personal best, and as a team in a competition.</p>
	<p><b>Tennis</b> Pupils will look at the various ways of striking a tennis ball. Simple strokes will be consolidated and students will be able to work on the backhand and forehand in both a defensive and attacking manner. An emphasis on consistency and accuracy will cover all shots played. Volleying and serving is taught, enabling the opportunity for rallies to be played.</p>
<b>PSHCE</b>	<p><b>Relationships</b> Including: identifying the most significant people in their lives so far and understanding how it feels to have people in their life who are special to them; knowing some of the feelings we can have when someone dies or leaves and understanding there are different stages of grief and that there are different types of loss for people to grieve; recognising when people are trying to gain power or control and demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain control or power; and take responsibility for their own safety and well-being.</p>
	<p><b>Changing Me</b> Including: being aware of their own self-image and how their body image fits into that and knowing how to develop their own self esteem; explaining how boys' and girls' bodies change during puberty and understanding the importance of looking after yourself physically and emotionally during puberty; understanding how babies are usually made and how sometimes people need IVF to help them have a baby; describing how a baby develops from conception through pregnancy, and how it is born; to understand how being physically attracted to someone changes the nature of the relationship; and expressing how they feel about the growing independence of becoming a teenager and feeling confident they can cope with becoming a teenager.</p>
<b>Religious Education</b>	<p><b>Sikhism</b> In this unit, pupils will gain knowledge and understanding of the religion of Sikhism, focusing on key beliefs that God is everywhere, equality and the importance of the gurus and wearing the 5 Ks. They will also produce an extended piece of writing on The Gurdwara (Sikh place of worship).</p>