



St Bede's Catholic Primary School and Nursery

Year 6 Medium Term Plan

Summer Term 2023-2024



RE		
Summer Witnesses	<p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness;• about Scripture and belief in the power of the Holy Spirit;•	<p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness;• give reasons for the witness to Jesus Christ by believers;• show how their own and others' decisions about witnessing are informed by beliefs and values;• describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them;
Summer Islam	<p>Children will know:</p> <ul style="list-style-type: none">• about the five pillars of Islam;• that Zakat means being charitable and giving to the poor;• that Allah cares for creation;•	<p>Children will be able to:</p> <ul style="list-style-type: none">• talk about what we can learn from the pillars of Islam;• research the different ways Muslims celebrate Zakat;• create some Islamic art;
Summer Healing	<p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs about sickness and care affects their behaviour and that of others;• how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values;•	<p>Children will be able to -</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer;• use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick;• engage and respond to questions of the experience of sickness and healing in the• light of religious teaching;• show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them;
Summer Common Good	<p>Children will know:</p> <ul style="list-style-type: none">• how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour;• how their own and others decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values;	<p>Children will be able to -</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness;• show an understanding of how religious belief in justice and of the common good of all shapes life;• be able to engage with and respond to big questions around justice and the common good in the light of religious teaching;



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		<ul style="list-style-type: none">demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life;make links between Micah, Matthew 25, the Beatitudes and beliefs and give reasons for certain actions by believers, in working for justice and the common good;
RSE – Journey in Love		
Summer Journey in Love: The wonder of God's love in creating new life	Children will know: <ul style="list-style-type: none">how human life is conceived;that we see love in different ways;we are made in the image of God and our relationships should reflect God's way;	Children will be able to: <ul style="list-style-type: none">talk about how life is conceived through love;talk and understand the development of a baby;list characteristics of positive relationships and this can make us feel happy and secure;
STEM ~ Science		
Summer 1 Light	Children will know: <ul style="list-style-type: none">how light travels;how we see things in relation to light;why shadows have the same shape as the objects that cast them.	Children will be able to: <ul style="list-style-type: none">make and record observations to explore how light behaves;generate predictions and undertake investigations of a range of phenomena;take measurements;record data to identify trends when investigating shadows.
Spring 2 Evolution and Inheritance	Children will know: <ul style="list-style-type: none">that living things have changed over time.fossils provide us with information of how living things have changed;the process of genetic modification; why animals can look different to their parents.	Children will be able to: <ul style="list-style-type: none">identify scientific evidence that has been used to support or refute ideas or arguments;observe and recognise changes over time.
History		
Summer 1 The Ancient Greeks	Children will know: <ul style="list-style-type: none">what Greece is like now;what is meant by 'democracy';why the Ancient Olympic Games were important;some myths of Ancient Greece;why the Ancient Greeks fought so many wars and why they were successful;a range of Ancient Greek achievements;the impact of the legacy of the Ancient Greeks on the world today;	Children will be able to: <ul style="list-style-type: none">put Ancient Greece on a timeline;compare the Ancient Greece time period with other civilisations;make links between the modern world and Ancient Greece;build knowledge about the Spartans and Athenians using a variety of sources;make valid comparisons between the lives of Spartans and Athenians;make links to government in the 21st century;



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Year 6 Medium Term Plan

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		<ul style="list-style-type: none">• make several comparisons to show both change and continuity between the Ancient and Modern Olympic Games;• make links between the importance of religion in Greek society with that of other societies studied;• make comparisons between the achievement of the Ancient Greeks and other societies;
Geography		
Summer 1 Our World In The Future	<p>Children will know:</p> <ul style="list-style-type: none">• what is special about the Chadwell Heath area;• how to take the needs and views of others into account;• the range of housing available in the local area;• different types of industry and employment currently available in the local area;• community needs may change in the future and that this will affect local industry and employment opportunities;• what amenities and public services are available locally;• what community spirit is and why it is important;• the design of communities can help or hinder relations;	<p>Children will be able to:</p> <ul style="list-style-type: none">• plan and carry out fieldwork;• generate ideas and designs that will meet the needs of the community;• make designs sustainable;• explain how the types of industry and employment in the area have changed over time;• use a map to locate local amenities and public services;• describe some activities or facilities that support the development of community spirit;
Art and Design		
Summer 1 Painting and Mixed Media: Artist Study	<p>Children will know:</p> <ul style="list-style-type: none">• colours can be symbolic and have meanings that vary according to culture and background;• applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture;• artists tell stories or show feelings in their work;	<p>Children will be able to:</p> <ul style="list-style-type: none">• interpret a picture and suggest its meaning;• look closely at a picture and notice details, describing them using the formal elements;• develop a narrative from the elements in a painting;• dramatise their understanding of the meaning of a piece of artwork;• create an abstract piece using personal experiences that reflect feelings;• consider how imagery can convey a message without words;
Summer 2 Craft and Design: Photo Opportunity	<p>Children will know:</p> <ul style="list-style-type: none">• shape and space can support creating effective composition;• pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh);	<p>Children will be able to:</p> <ul style="list-style-type: none">• meet a design brief;• work in the style of an artist;• select appropriate images and experiment with composition to create an interesting layout;



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Year 6 Medium Term Plan

Summer Term 2023~2024



	<ul style="list-style-type: none"> • what a photomontage is; • the terms macro and monochromatic; • how the grid method helps them to retain the same proportions as an original image; 	<ul style="list-style-type: none"> • compose a close-up photograph of a natural form; • make decisions about cropping, editing and presenting photographic images in the style of Edward Weston; • use photographic equipment appropriately, considering composition and lighting for effect; use the grid method to translate a photo into a drawing using careful observation;
PE		
Summer 1 Gymnastics: Group Work	Children will know: <ul style="list-style-type: none"> • to explore movements that express and communicate the dance ideas and themes; • the need to link sections of the dance together as an individual and in groups. 	Children will be able to: <ul style="list-style-type: none"> • select and link movements together; • create and use movement phrases; • apply choreographic devices of canon, unison, action, reaction, speed, direction, order and levels; • describe performances using dance terminology.
Summer 2 OAA Cooperation, Communication and Consideration	Children will know: <ul style="list-style-type: none"> • to use teamwork, trust, communication and solve problems; 	Children will be able to: <ul style="list-style-type: none"> • solve problems in small and large groups; • respond to different challenges and problem-solving tasks.
French		
Summer 1 Me in the World	Children know: <ul style="list-style-type: none"> • the phonic sounds – QU, GNE, Ç, EN and AN; • many countries in the Francophone world; □ • different festivals (religious and non-religious) around the world; • we can all help to protect our planet. 	Children will be able to: <ul style="list-style-type: none"> • speaking: say what they are called, where they live, where they are from and what their favourite feast day is; • listening: complete longer, more complex listening tasks; • reading: complete various reading activities based on unit's key vocabulary with optional extended reading tasks; • writing: complete extended writing tasks which include key vocabulary; • grammar: revise and consolidate first person singular of high frequency verbs "I have...", "I am...", "I live..." and "I am called..."
Summer 2 Vikings	Children know: <ul style="list-style-type: none"> • the phonic sounds – QU, GNE, Ç, EN and AN; 	Children will be able to: <ul style="list-style-type: none"> • speaking: describe themselves physically and give a short account



St Bede's Catholic Primary School and Nursery

Year 6 Medium Term Plan

Summer Term 2023~2024



	<ul style="list-style-type: none">the name of key periods in Ancient Britain, chronologically in French;physical descriptions of a fictitious Viking family;two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.	<p>of a typical daily routine using the first-person singular form;</p> <ul style="list-style-type: none">listening: complete an extended listening task detailing hair type, hair colour and eye colour;reading: key vocabulary for personal details, physical descriptions and daily routines;writing: use extended writing opportunities to share personal details, physical descriptions and daily routines;grammar: use a wider range of verbs in the first-person form with a particular focus on the two high frequency verbs 'to be' and 'to have'.
PSHE		
Summer 1 Relationships	<p>Children will know:</p> <ul style="list-style-type: none">ways some people might feel if they lose someone special to them;	<p>Children will be able to:</p> <ul style="list-style-type: none">give examples of when people might try to control or gain power over others;discuss ways they can manage their feelings and ways they can stand up for themselves in real and online situations;understand the feelings they might experience if they lose somebody special to them;appraise the effectiveness of different strategies to help them manage their feelings.
Summer 2 Changing Me	<p>Children will know:</p> <ul style="list-style-type: none">how girls' and boys' bodies change during puberty;how a baby develops;what it means to have a boyfriend/girlfriend;mutual respect is essential in a boyfriend/girlfriend relationship;they shouldn't feel pressured into doing something that they don't want to.	<p>Children will be able to:</p> <ul style="list-style-type: none">develop an awareness of their own self-image and how body image fits into that;recognise ways they can improve their own self-esteem;express how they feel about changes that will happen to them during puberty.
STEM ~ Computing		
Summer 1 iModel	<p>Children will know:</p> <ul style="list-style-type: none">features of geographical modelling software are used to develop a 3D model	<p>Children will be able to:</p> <ul style="list-style-type: none">create compound, connected 3D models using SktechUp;add components to a design;amend their models to improve them;can import and add images;evaluate own work and make improvements;



St Bede's Catholic Primary School and Nursery

Year 6 Medium Term Plan

Summer Term 2023~2024



		<ul style="list-style-type: none">import their model accurately in Google Earth.
Summer 2 iApp	Children will know: <ul style="list-style-type: none">the value of mobile technology and its future development;importance of decomposition (breaking a problem into smaller parts and solve one part at a time);a procedure is chunks that can be used more than once;condition in programming is a choice;variables contain values;apps are computer programs that are developed according to a plan.	Children will be able to: <ul style="list-style-type: none">design futuristic mobile technology;code using Bitsbox;design and create a paint app;algorithms to develop a solution to a problem;translate algorithms into code;design and develop an app using functions and variables;test computer programs for bugs and make them work as expected;find and fix problems with their apps.
STEM – Design and Technology		
Summer Come Dine with Me (Cooking and Nutrition)	Children will know: <ul style="list-style-type: none">'flavour' is how a food or drink tastes;many countries have 'national dishes' which are recipes associated with that country;'processed food' means food that has been put through multiple changes in a factory;it is important to wash fruit and vegetables before eating to remove any dirt and insecticides;what happens to a certain food before it appears on the supermarket shelf.	Children will be able to: <ul style="list-style-type: none">write a recipe, explaining the key steps, method and ingredients;create facts and drawings from research;follow a recipe, including using the correct quantities of each ingredient;adapt a recipe based on research;work to a given timescale;work safely and hygienically;evaluate a recipe based on key criteria;suggest points of improvements in productions.
Music		
Summer 1 World Unite: Rhythms and Notes, Writing and Performing	Children will know: <ul style="list-style-type: none">how rhythms can be created using different objects;	Children will be able to: <ul style="list-style-type: none">use musical devices including ostinato, layering, canon and rounds within musical compositions;read and write graphic scores and western standard notation;perform in time with awareness of others;
Summer 2 Production	Children will know: <ul style="list-style-type: none">how different musical styles are used to create an effect;how to sing in character;	Children will be able to: <ul style="list-style-type: none">put on a musical theatre performance;sing different genres with confidence;play a musical instrument in a concert with confidence;