MTP's
Year 6 Summer Term

Art and Design - Drawing/digital art

Children will create observational drawings and digital art inspired by Islamic art

Drawing Skills:

- Explore the work of artists, craftspeople and designers of Islamic art
- Work from a range of sources
- Develop close observations using view finders
- Use a variety of media
- Record and annotate work in a sketchbook
- Experiment different lines, shapes, marks, patterns and textures
- Use shading techniques
- Explore colour mixing and blending with coloured pencils
- Develop an awareness of composition

Digital Skills:

- Record, collect and store visual information using digital cameras etc.
- Use a graphics package to create and manipulate new images.
- Be able to Import an image (scanned, retrieved, taken) into a graphics package.
- Understand that a digital image is created by layering and create layered images from original ideas.

Vocabulary: observational, lines, marks, form, shape, tone, texture, colour, media, scale, cross-hatching, contrast, blending, pattern, composition, import, layer, manipulate,
Linked Artist/works: Islamic Art -İsmail Acar, The Dome of Rock (Islamic architecture), David Hockney (digital artist)

PSHE – Health and well being

- **Physical health and Mental wellbeing**. What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.

Vocabulary- Physical, mental, wellbeing, affects, health, care, managing, change, loss, bereavement, death, grief, express, support, negative, positive, difficulties, conflicting, recognise, trust, strategies, habits, frightened, worried, online.

- **Growing and changing. Human reproduction and birth;** increasing independence; managing transitions

Vocabulary- Human reproduction, changes, birth, independence, transitions, managing, recognise, feelings, affects, strategies, love, committed relationships, conception, sexual intercourse, physical, intimate, consent, pregnancy, sperm, egg, fertilisation, womb, womb lining, prevent, contraception, responsibility.

- **Keeping safe. Keeping personal information safe;** regulations and choices; drug use and the law; drug use and the media

Vocabulary- Safe, personal information, regulations, choices, drugs, laws, media, protect, online, risks, misuse, strategies, requests, images, appropriate, impact, upset, hurt, embarrass, content, age ratings, social media, gaming, restrictions, decisions, legal, illegal, nicotine, alcohol, medicines, organisations, concerns, influences, opinions, decisions.

Science

Children will:

Electricity

Children will learn to:

- 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 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

Skills/working scientifically:
Design and make a set of traffic lights, a burglar alarm or some other useful circuit.
Systematically identify **the effect of changing one component at a time** in a circuit.
Vocabulary: circuit – series, parallel, voltage, volts, amps

Light

Children will learn to:

- recognise that light appears to travel in straight lines
- use the fact 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 the light travels from light sources to our eyes or from light sources to objects 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

Skills/working scientifically:
Observe/explore where to place rear-view mirrors on cars
Design and make a periscope and use the idea that light appears to travel in straight lines to explain how it works
Investigate the relationship between light sources, objects and shadows by using shadow puppets
Explore and observe a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur)

Vocabulary: refraction, reflection, spectrum, rainbow

Scientist Study – Edith Clarke – Electrical Engineer

DT and Art (Textiles)

Children will design and make a small cushion with Islamic art design using the Batik method

Design/Textile Skills:

- Research and evaluate existing products and linked artist/designer
- Create first hand observations from the work of linked artists/designers use them to inspire own designs
- Record ideas using annotated diagrams
- Use correct vocabulary appropriate to project
- Select from and use a range of materials, threads and needles
- Experiment with batik techniques
- Decorate textiles appropriately often before joining components
- Pin and tack pieces together
- Join fabrics using over sewing, back stitch or blanket stitch
- Evaluate the finished product

Vocabulary: Batik, pin, tack, join, blanket stitch

Linked Artists/designers/works: Islamic Art -İsmail Acar, The Dome of Rock (Islamic architecture), Batik artist - Sarkasi Said/Marcia Baldwin

Computing

Children will follow the Purple Mash scheme of work network, quizzing and binary.
Skills:

- Understand computer networks, including the Internet; how they can provide multiple services.
- Evaluate the opportunities they offer for communication and collaboration.
- Select, use and combine a variety of software (including internet services) to design and create a quiz.

Online Safety – Online Reputation, Online Bullying, Managing Online Information (Educated for a Connected World – see progression within document) column 7
Vocabulary: World wide web. Network, router, Local Area Network, Base 10, Binary, Bit, Byte, Kilobyte, Megabyte, Gigabyte.

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MFL

Children will learn:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing

More able:

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

French and Spanish
My house (i)
School (P)
The Vikings (P)

History

Children will learn:
A non-European society that provides contrasts with British History – a study of the early Islamic civilisation including a study of Baghdad c. A.D 900

- Pre-teach vocabulary
- Be able to place the Islamic civilisation on a chronological framework and make connections to the history previously studied
- Use an artefact led enquiry to discover how the Arab Muslims contributed to the world of maths and science
- In its Golden Age, ten times more people lived in Baghdad than in London. What was so special about the Round City? Compare to Ancient Athens.
- Study the Round City, the original core of Baghdad and the location of the House of Wisdom library. How does it compare to ancient Athens?
- Study the building of the Great library of Baghdad called the House of Wisdom and its development into the largest repository of books in the World at that time.
- How did the Arab Muslims contribute to the world of maths and science?
- Learn about the inventions that resulted in this era being called the 'Islamic Golden age of Enlightenment'
- Learn about the notable people associated with the House of Wisdom and their discoveries which have influenced the modern world - Al-Jazan – invented the crank shaft (industrial revolution could not have happened without it) -Ibn Al-Haytham – established how the eye worked and invented an early camera obscurer (link to modern camera) -Abbas Ibn Firnos - dreamt of flight 1000 years before the Wright brothers (link to modern planes, spacecraft) -Al-Zahrawi – the father of surgery (scalpel and stitches still used) -Merriam Al-Astrulabi - female inventor – invented the astrolabe, a disk that showed the position of the stars in the sky (link to modern watches, compasses, sat nav)
- What can we learn about the art and architecture of Islam? Study the designs used at the time and their links to the Muslim religion

Skills:
Chronology
Describe and make links between main events, situations and changes within and across different periods of time, as well as short and long term timescales
Enquiry
Use a wide range of sources as a basis for research to answer questions and to test hypotheses
Vocabulary – Islam, Islamic, Muslim, era, contrast, artefact

Geography

Children will learn to:

- Identify the position and significance of latitude and longitude, the Prime/Greenwich meridian and time zones (including day and night)
- Use 6 figure grid references

Skills
Mapping:

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied
- Choose the most appropriate map/globe for a specific purpose
- Follow routes on maps describing what can be seen
- Understand that purpose, scale, symbols and style are related
- Recognise different map projections
- Use 6 figure coordinates
- Use latitude and longitude in an atlas or on a globe
- Use a wider range of OS symbols including 1:50K symbols
- Know that different scale OS maps use some different symbols
- Read the scale bar on maps
- Read and compare map scales
- Draw measured plans

Vocabulary – Prime or Greenwich meridian, time zones, lines of longitude, **lines of latitude,** 6-figure grid reference

Music

Children will learn to:
Explain how wind instruments work, build their own wind instrument, sing and perform music from different traditions, sing multicultural music from around the world – Japan; Listen to analysis classical music – music for animals – Peter and the Wolf; understand that music can tell a story; understand that musical instruments ca portray different characters; compose music that represents an animal of their choice, creating a graphic score to represent music visually; being able to perform a melody on tuned percussion by reading notation; performing as a solo; performing as an ensemble; read musical notation, performing by reading musical notation.

Skills – performing, design, creative, singing in another language, understanding other traditions, reading, composing
Vocabulary – wind, membraphone, character, melody, tradition, graphic score, analysis, notation, ensemble.