

Year 6 Summer 1 Immersive Learning Themes

Life Skills

Remember	Understand	Apply	Analyse	Evaluate	Create
Recall facts and basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections amongst ideas	Justify a stand or decision	Produce new or original work
<i>Define, define, describe, duplicate, explain, identify, illustrate, list, locate, memorise, recite, repeat, state, tell, quote</i>	<i>Classify, describe, discuss, explain, identify, interpret, paraphrase, recognise, report, select, summarise, translate</i>	<i>Articulate, demonstrate, dramatise, execute, interpret, implement, operate, prepare, relate, sketch, solve, teach, use</i>	<i>Categorise, compare, conclude, connect, contrast, distinguish, examine, illustrate, organise, questions, take apart, test</i>	<i>Appraise, argue, critique, defend, grade, judge, plan out, prioritise, reframe, select, support, value, weigh</i>	<i>Assemble, author, collaborate, construct, design, develop, formulate, invent, investigate, modify, rewrite, role-play,</i>

2 Week Focus	2 Week Focus	1 Week Focus	1 Week Focus
Science	Health / DT/ Science	History	Themed Week
Electricity and Light	Healthy Me	The Moon Landing	The Royal Family
<p>Life Skill: Understand</p> <p>Vocabulary: <i>opaque, translucent, refraction, prism, conductor, concave, convex, lens</i></p> <p>Enrichment: Designing their own board games including all 'trivia' aspects to showcase their learning about light and electricity. Create a shadow theatre representing how light travels.</p>  Article 28	<p>Life Skill: Apply</p> <p>Vocabulary: <i>genetically modified, processed, media, life style, insomnia, body clock</i></p> <p>Enrichment: Come Dine with Me Healthy Meal Competition</p>  Article 24	<p>Life Skill: Evaluate</p> <p>Vocabulary: <i>lunar, module, propellant, aeronautical engineering, topographic</i></p> <p>Enrichment: Rocket building experiment Moon Landing conspiracy debate</p>  Article 28	<p>Life Skill: Create</p> <p>Vocabulary: <i>succession, aristocracy, imperial, hereditary, dynasty, empire, chivalry, nobility</i></p> <p>Enrichment: Jubilee Fair Jubilee Spelling Bee</p>  Article 8
<p>Science (main subject): Electricity</p> <ol style="list-style-type: none"> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I can compare and give reasons for variations in how components function, 	<p>DT (main subject):</p> <ul style="list-style-type: none"> - Why is a healthy heart important? - Healthy body image - What are <i>GM</i> foods and are they bad for us? - Healthy sleep 	<p>History (main subject):</p> <ul style="list-style-type: none"> - I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. - I understand that our knowledge of the past is constructed from a range of 	<p>History (main subject):</p> <ul style="list-style-type: none"> - Commonwealth and the Queen's legacy - Who are the Royal Family? - What are family trees? <p>English: Writing a newspaper article as if they were</p>

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<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>3. I can use recognised symbols when representing a simple circuit in a diagram.</p> <p>Light</p> <ol style="list-style-type: none">1. I can recognise that light appears to travel in straight lines2. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye3. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes4. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>English: I can write a non chronological scientific report</p>	<p>English:</p> <p>I can create a script for an 'inspirational' film encouraging children to be healthy and giving them advice on how to maintain this.</p> <p>PSHE:</p> <p>I can understand why I must keep myself healthy, how to do this and how to develop a healthy mindset.</p>	<p>sources.</p> <p>- I am able to determine which information is accurate and identify bias in primary and secondary sources.</p> <p>English:</p> <p>I can write a balanced argument summarising and debating the evidence for and against the moon landing being real or a hoax.</p> <p>PSHE:</p> <p>I can engage in a debate with respect and confidence.</p>	<p>at the Queen's Coronation.</p> <p>PSHE:</p> <p>Exploring the four British Values and why they are important within school and the wider society.</p> <p>Exploring British etiquette including customs, manners and behaviours and how they have changed and developed through time.</p>
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