

Termly Curriculum Overview

Year 6 – Summer Term



Area of the Curriculum	Learning Experiences
English	<ul style="list-style-type: none">• Balanced argument-(Wall-E) advantages and disadvantages of mobile technology. Adverbials to compare and contrast, some...others, adverbials to compare and contrast e.g. however, on the other hand, in contrast.• Texts: Road's End (video), Macbeth (fiction), Wall-E (video), Chessington (leaflets) & Poetry.• Composition of descriptive narratives, news report, diary entry, balanced argument and persuasive writing.• Grammar and Punctuation - subjunctive case, ellipsis, revise adverbs and prepositions. Revise all verb tenses and areas of need based on assessment.• Using complex punctuation - revision all areas of need based on assessment.
Mathematics	<ul style="list-style-type: none">• Shape including angles, drawing 2D shapes and nets of 3D shapes.• Geometry: position and direction- plotting coordinates in all four quadrants and translating and reflecting shapes.• Review algebra including expressing missing number problems algebraically and using simple formula.• Number patterns including finding the Nth term.• Review area including the area of triangles and the area of parallelograms.• Review ratio and proportion.• Review volume.• Number investigations.
Science	<ul style="list-style-type: none">• Evolution and Inheritance• Explore how animals have adapted to their environment• Theory of evolution• Understand inherited characteristics• The function of blood• Impacts of diet and exercise on the heart• Plan scientific investigations• Explore living things and their habitats.• Describe how living things are classified into broad groups according to common observable characteristics.

	<ul style="list-style-type: none"> Classify plants and animals based on specific characteristics.
Computing	<ul style="list-style-type: none"> Scratch programming - counting machine Multimedia use – word/publisher/excel/PowerPoint- link to Year 6 Business Project Collect, analyse, evaluate and present data and information using a wide range of software including word, excel & PPT. Developing competency with using Google Classroom, Google Drive and other online platforms ready for secondary school. Select and use a variety of software using a range of digital devices to enhance and support learning, becoming familiar with platforms used in secondary. Moving mechanism linking in Design Technology – crumble
Art & Design	<ul style="list-style-type: none"> To research the legend of the Greenman; make observational studies of local flora and to design and make a Greenman from clay. Looking at the work of Banksy and other famous street artists, to create imaginative graffiti responses to important social and political issues.
Geography	<ul style="list-style-type: none"> Understand why countries trade. Understand what imports and exports are and name and locate some of the countries the UK trades with. Understand trade links with El Salvador and understand some issues facing the people there. Understand the meaning of fair trade and describe the fair trade process for some products. Understand why fair trade is important. Understand what globalization is and list some positive and some negative effects. Understand how the UK's trading has changed over time and consider how this might change in the future.
History	<ul style="list-style-type: none"> Understand how cinema changed over the 20th century. Understand how and why football changed over the 20th century. Understand how young people's lives were different in the 1960s compared with today. Understand why Holiday Camps became popular in Britain. Understand how important television has been to British people.
D.T.	<p><u>Design a Ride (Summer Term)</u></p> <ul style="list-style-type: none"> Pupils use electrical systems (such as motors) to design a ride, linking to their trip to Chessington World of Adventures. <p><u>Coding Robotics</u></p> <ul style="list-style-type: none"> Pupils will build product that they will control through coding.
Languages	<ul style="list-style-type: none"> Compare French and English schools Learn vocabulary for places in school with prepositions Learn vocabulary for school subjects and use timetables Give opinions and reasons for likes/dislikes of school subjects

	<ul style="list-style-type: none"> • Consolidate numbers to 100 • Learn to tell the time • Spanish Taster Session in preparation for Year 7
Music	<ul style="list-style-type: none"> • Film Composition - explore how music is used in film and the composers related to this genre. Use a Digital Audio Workstation to compose their own film music. • Song writing, compose a 'leaving Shottermill song' incorporating many of the music skills they have learned throughout their time at the school
Physical Education	<ul style="list-style-type: none"> • Exploring different athletic events, improving in speed and technique in running, throwing and jumping events. • Developing teamwork tactics and game play in striking and fielding. • Swimming - self rescue, synchronised swimming and consolidate stroke technique. • Hockey coaching
Religious Education	<p><u>What helps Hindus (Sanatanis) to worship?</u></p> <ul style="list-style-type: none"> • To provide a broad understanding of how Hindus (Sanatanis) worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. <p><u>Who am I – and where do I belong?</u></p> <ul style="list-style-type: none"> • To give pupils an opportunity to reflect on themselves, their own sense of identity and where those ideas have come from (personal knowledge), whilst also thinking more philosophically about questions relating to human existence and the search for meaning.
Personal, Social, Health & Economic Education	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. • I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. • I can offer strategies to help me manage these feelings and situations. <p><u>Changing Me</u></p> <ul style="list-style-type: none"> • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.