

Year 6 Summer Term Curriculum Overview 2021

FloodLand by Marcus Sedwick

- To set own challenges to extend achievement and experience in writing
- To use different narrative techniques to engage and entertain the reader
- To establish, balance and maintain viewpoints
- To select words and language drawing on their knowledge of literary features and formal and informal writing
- To integrate words, images and sounds imaginatively for different purposes
- To use varied structures to shape and organise texts coherently
- To use paragraphs to achieve pace and emphasis.

• **Possible Writing outcomes**

- First-person reflection
- Flashback
- Persuasive letter/leaflet
- Narrative
- Letter
- Balanced Argument
- Newspaper Report.

The Mayan Civilisation

- To discuss and develop ideas; routinely use the drafting process before and during writing
- To adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing
- To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even
- To use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase
- To use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.

Possible writing outcomes

- A formal/informal letter
- An explanation text
- A recount
- A balanced argument.

Theatre and film as analytical texts/Jewish identity (Fiddler on the roof and An American Tail

- To analyse a text
- To compare different interpretations/styles/responses
- To retrieve, record and present information from non-fiction texts
- To identify key details which support main ideas; summarise content drawn from more than one paragraph
- To participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously
- To explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topics
- To use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Possible writing outcomes

- Diary entry
- A balanced argument
- Narrative writing, 1st person, third person
- A comparison between texts.

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SCIENCE	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals including humans. <p>Star scientists – Joe Wicks and Jamie Oliver.</p>						
HISTORY	<p><u>Why should we remember the Maya?</u></p> <ul style="list-style-type: none"> To learn about Maayan society through investigating artefacts To understand and describe the importance that the Maayans placed on appearance and clothing To explore Maayan philosophy and religion and their attitude towards their gods and sacrifices To describe some of the daily rituals of the Maayan civilization To study Maayan inventions and how they are still relevant today To explain why the ancient Maya civilization died out and explore the lives of the Maayans today. 						
GEOGRAPHY							
ART	<p><u>The Mayans (Ancient People)</u></p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media Develop ideas using different or mixed media, using a sketchbook Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours. <p><u>Artist</u> Juan Sisay</p>						

<p><u>Electricity</u></p> <ul style="list-style-type: none"> 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 variations in 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. <p><u>Light</u></p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea 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 light travels from light sources to our eyes or from light sources to objects and 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. <p>Star scientist – Thomas Edison.</p>						
<p><u>How will our world look in the future?</u></p> <ul style="list-style-type: none"> To plan and carry out fieldwork to answer a given enquiry question To understand how and why housing needs to change over time To understand the importance of local work opportunities to the community To understand that communities need a range of accessible amenities and public services To understand how the geography of communities affects community spirit To plan for a sustainable future for our area. 						

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DT	
COMPUTING	<p>COMPUTING STRANDS: Computer Science & Information Technology Unit 6.45 Text Adventures - Program; 2Connect, 2Create a Story, 2Code</p> <ul style="list-style-type: none"> To find out what a text-based adventure game is and to explore an example made in 2Create a Story To use 2Connect to plan a 'Choose your own Adventure'-type story To plan a story adventure To introduce an alternative model for a text adventure which has a less sequential narrative. To make a story-based adventure To use written plans to code a map-based adventure in 2Code To code a map-based text adventure To explore how 2Code can be used to make a text-based adventure game.
PE	<p>Cricket</p> <ul style="list-style-type: none"> Demonstrate urgency in acquiring runs in a given time To attempt both attacking and defensive plays as a batter To attempt attacking field placement including slip, short leg and cover position To track and catch a high ball To catch a high ball to get players out To attempt catches in a competitive game To bowl the short ball To use the short ball to tempt players to hit high. To attempt to catch the high ball of a short delivery To track and retrieve the ball over distance To identify when to work as pairs to field long balls To explain how effective fielding can restrict runs scored To demonstrate and describe the difference between an on and off drive To discuss why you would use different types of shots in a game To attempt and on drive To use a range of defensive and attacking tactics in a game To apply a range of known cricketing rules to a new game format To attempt to bowl a variety of balls to get players out.
MUSIC	<p>End of Year Performance</p>

	<p>End of Year Show – High School Musical.</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose Suggest alternative methods of making if the first attempts fail Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Draw up a specification for their design- link with other subjects Identify the strengths and areas for development in their ideas and products Demonstrate when to make modifications as they go along Know how to reinforce and strengthen a 3D framework Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Evaluate their work both during and at the end of the assignment.
	<p>COMPUTING STRAND: Information Technology Unit 6.7 Quizzing – Programs; DIY, 2Quiz, Text Toolkit, 2Investigate (database)</p> <ul style="list-style-type: none"> To make a picture quiz for young children To learn how to use the question types within 2Quiz To explore the grammar quizzes To make a quiz that requires the player to search a database Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.
	<p>Athletics</p> <ul style="list-style-type: none"> To use power to improve start of short sprint To refine running skills to improve time To work with others to record accurate results To experiment with varying run up lengths for long jump To select as an individual which length run up produces the longest jump To examine the link between height trajectory of a throw on distance To use a variety of techniques including push, pull and sling To work in a group to accurately record data for a variety of equipment To work in groups to set up a running, throwing and jumping activity To teach your activities to another group To take part in a specific athletics event To compete against others To work collaboratively to judge others and record data.
	<p>End of Year Performance</p>

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RSHE/ PSHE

Well-Being Wednesdays – Focusing on a range of themes including the following:

- To explain both the range and intensity of their feelings. They recognise that they may experience conflicting emotions and find ways to overcome them
- To sensitively respond to other people's feelings
- To identify positive ways to face new challenges (for example the transition to secondary school).
- To learn about taking on more responsibility, managing setback and reframe unhelpful thinking E.g Learning to be resilient and have a growth mind-set.

RSHE

- To know key facts about puberty and the changing adolescent body including personal hygiene, physical and emotional changes
- To understand what makes a positive, healthy relationship. They can discuss different types of adult relationships with confidence. They know what forms of touching are appropriate and inappropriate
- To can describe some of the decisions that have to be made before having a baby. Children know some basic facts about conception and pregnancy
- To judge what kind of physical contact is acceptable/unacceptable and how to respond.

Cross-curricular links with Science – Animals including Humans

- To list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. E.g., The dangers and effects of alcohol and smoking
- To know that caffeine is a legal drug and must be managed sensibly.

Healthy Living

- To know why and how to keep safe in the sun and protect skin from sun damage
- To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

Autism Awareness Week

- To know how to respond to people who have different needs to them. They can use the experience they have of managing their own feelings to support others.

FRENCH

Quel Temps Fait-il?

- To repeat and recognise the vocabulary for weather in French
- To ask what the weather is like today
- To say what the weather is like today
- To create a French weather map
- To describe the weather in different regions of France using a weather map with symbols.

End Of Year Reflections / Transition

- To reflect and celebrate their achievements, identify their strengths and set high aspirations and goals
- To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.

Junior Citizenship Programme / Independent Travel Training / Year 6 Residential / Streetwise Transition Programme

- To participate in sessions relating to secondary school transition. This includes independent travel, basic self-defence, basic First-Aid training, knife crime and stranger danger.

Money Week

- To learn about the role money plays in their own and others' lives. Children will learn about the risks associated with money including different ways money can be won or lost through gambling-related activities. They should understand the link between gambling and our mental wellbeing
- To explain the difference between credit, debt, borrowing and saving. They should also have an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax e.g VAT.'
- To describe why insurance is important. They understand the impact of not being insured if bad things happen
- To learn about enterprise and the skills that make someone 'enterprising.'
- To understand different jobs/careers and the varying routes into these
- To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice
- To learn that people choose to do voluntary work which is unpaid.

British Values

Rule of Law

- To explore rules, learning their value and purpose
- To consider the consequences if rules did not exist in society
- To learn how Parliament makes laws and how these laws are enforced in society.

Individual Liberty

- To explore the right to live in freedom and individual liberty
- To explore ways people can support other people's right to live in freedom and individual liberty
- To understand that individual liberty has to be within the rules.

Moi Dans Le Monde

- To learn about the many countries in the Francophone world
- To learn about different festivals (religious and non-religious) around the world
- To know that we are different and yet all the same
- To know that we can all help to protect our planet
- To know how to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).

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Parasha:

- Tazria Metzora: To understand the importance of being sensitive to others
- Acharei Mot-Kedoshim: To evaluate how proud we are to be Jewish
- Emor: To understand how the Torah and Rabbis are a guide for Jewish people.

Topic: Israel

- To understand the impact of WW2 on the need for Israel
- To understand what happened in 1948
- To know who Menachim Begin was
- To understand what happened in the six day war.

Skills:

- To identify a Rashi script letter from block and normal script
- To know how to translate 15 common Rashi words
- To be able to read a two syllable word in Rashi script.

Chagim: Yom Hazikaron, Yom Haatzmaut, Lag B'omer, Yom Yerushalayim & Shavuot

- Know the reason why Jews consider Israel their homeland
- Understand why Israel is important for Jews all around the world in the 21st century
- Knows that the Torah consists of Torah Shebichtav and Torah SheB'al Peh and the transmission of the Torah from Moshe to the present day
- Knows the story of Ruth in greater depth.

Parasha:

- Korach: To understand why the communities interest can be more important than our own sometimes
- Chukat: To understand why we are all role models
- Balak: To know people have differences and that we should acknowledge them
- Pinchas: To understand how every situation is different
- Mattot-Masei: To understand the importance of showing gratitude in Judaism
- Devarim: To know what a chesbon hanefesh is.

Topic: Israel

- To know what happened in the Yom Kippur war
- To know what happened in Entebbe and the link to why we need Israel
- To understand what happened in Operations Solomon and Moses
- To know about Israel today, focussing on: Money, climate, neighbouring countries, and the main cities.

Skills:

- To know how to translate 25 common Rashi words
- To be able to read a three syllable word in Rashi script.

Chagim: 3 Weeks

- Understands the link between some of the customs of the Three Weeks and Tisha B'Av and the Jewish way of mourning a close relative
- Knows and understands the words to the song "Im eshkech Yerushalayim"
- Understands that every day in our Tefillot we pray and hope that Hashem will rebuild the Bet-HaMikdash (story of Rabbi Akiva and the fox).