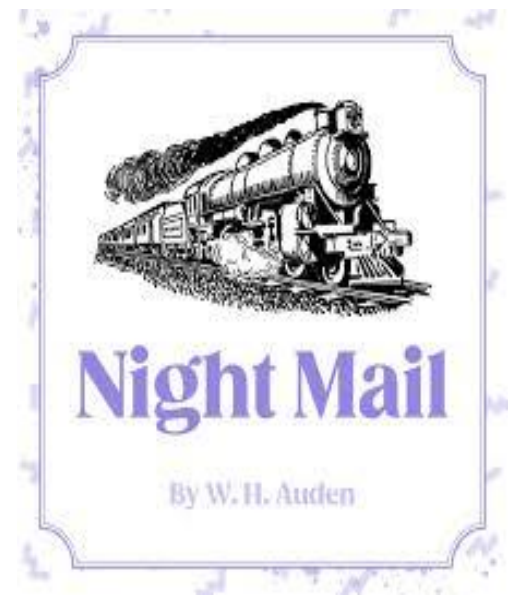


Year Six Summer Term 2

Text: Night Mail (Poem)

Literacy Coverage: Summaries, analysis and performances, poem with similar structure.



History:

- 1.1 - I can draw a timeline with different historical periods showing key historical events or lives of significant figures
- 1.2 - I can compare two or more historical periods; explaining things which changed and things which stayed the same
- 1.3 - I can describe some of the times when Britain has been invaded and how that has influenced modern day life
- 1.4 - I can explain how Parliament affects decision making in England
- 1.5 - I can explain how our locality has changed over time
- 1.6 - I can test out a hypothesis in order to answer a question
- 1.7 - I can describe how crime and punishment has changed over a period of time

Design and Technology:

Evaluate

- 3.1 - I have investigated and analysed a range of existing products against my own
- 3.2 - I have discussed my work with others and thought of improvements if needed
- 3.3 - I can understand how key events and individuals in design and technology have helped to shape the world

Technical Knowledge

- 4.1 - I can give extra strength to products e.g., joins/reinforcement
- 4.2 - I can use electrical systems in a product e.g., series circuits incorporating switches, bulbs, buzzers and motors
- 4.3 - I apply my understanding of computing to program, monitor and control
- 4.4 - I can use the mechanical systems in my product e.g., series circuits, incorporating switches, bulbs, motors and propellers

Food, Cooking and Nutrition

- 5.1 - I can use a selection of ingredients to meet an identified need
- 5.2 - I understand where/how ingredients are grown, reared, caught and processed
- 5.3 - I can prepare and cook savoury dishes using a range of cooking techniques
- 5.4 - I understand seasonality with the various food products I use/eat

Geography:

- 1.1 - I can use Ordnance Survey symbols and six figure grid references
- 1.2 - I can answer questions by using a map
- 1.3 - I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like
- 1.4 - I can describe how some places are similar and dissimilar in relation to their human and physical features
- 1.5 - I can name the largest desert in the world and locate desert regions in an atlas
- 1.6 - I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles
- 1.7 - I can explain how time zones work and calculate time differences around the world

P.E.

Swimming

- 6.1 - I can swim competently, confidently and proficiently over a distance of at least 25 metres
- 6.2 - I can use a range of strokes effectively; for examples, front crawl, backstroke and breaststroke
- 6.3 - I can perform safe self-rescue in different water-based situations

Athletics

- 4.1 - I can demonstrate stamina

Art:

Printing (Michael Rothinstein, Dale Devereux-Barker, John Brunson, Belinda King)

- 2.1 - I can explore printing used by various artists
- 2.2 - I can build up drawings & images of whole or parts of items using various techniques & materials, fruit/veg, wood blocks, press print, string etc
- 2.3 - I can work into prints with a range of media e.g. pens, colour, paints

Speaking and Listening:

- 1.1 - I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary
- 1.2 - I can ask questions to develop ideas and take account of other's views
- 1.3 - I can explain ideas and opinions giving reasons and evidence
- 1.4 - I can take an active part in discussions and can take on different roles
- 1.5 - I can listen to, and consider the opinions of others in discussions
- 1.6 - I can make contributions to discussions, evaluating and responding to others' ideas
- 1.7 - I can sustain and argue a viewpoint in a debate, using formal persuasive language
- 1.8 - I can express possibilities using hypothetical and speculative language
- 1.9 - I can engage listeners through choosing appropriate vocabulary and register that it is matched to the context
- 1.10 - I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear
- 1.11 - I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere

Music: Performing

- 3.1 - I can take a lead in a performance
- 3.2 - I can perform parts from memory
- 3.3 - I can sing confidently – Including singing in harmony
- 3.5 - I have performed an instrument (or sang) individually or as a group in front of an audience

Subjects/ Objectives to be covered alongside in Summer Term 2 – These can be taught as discrete lessons or within the main topic area.

White Rose Maths:

Weeks 1 – 2 – Place Value

Weeks 3 - 7 – Addition, Subtraction, Multiplication and Division

R.E.

Living

What can we learn from religions about deciding what is right and wrong? Christians, Jewish people, and non-religious responses.

- 1.What matters most to Christians and Humanists?
- 2.Give examples of rules for living from religions and describe what Christians mean about humans being made in the image of God.
- 3.Suggest ways in which they might help believers with difficult decisions.
- 4.Make connections between stories of temptation and why people can find it difficult to be good.
- 5Give examples of ways in which some inspirational people have been guided by their religion.
6. Discuss their own and others' ideas about how people decide right and wrong.

Computing:

Purple Mash

Online Safety (Unit 6.2)

- 1.To identify benefits and risks of mobile devices broadcasting the location of the user/device.
- 2.To identify secure sites by looking for privacy seals of approval.
- 3.To identify the benefits and risks of giving personal information.
- 4.To review the meaning of a digital footprint.
- 5.To have a clear idea of appropriate online behaviour.
- 6.To begin to understand how information online can persist.
- 7.To understand the importance of balancing game and screen time with other parts of their lives.
- 8.To identify the positive and negative influences of technology on health and the environment.

Quizzing (Unit 6.7)

- 1.To create a picture-based quiz for young children.
- 2.To learn how to use the question types within 2Quiz.
- 3.To explore the grammar quizzes.
- 4.To make a quiz that requires the player to search a database.
- 5.To make a survey and analyse the responses.

RSHE:

Changes = Theme: Health and Wellbeing:

- H17. Recognising that feelings can change over time, and range in intensity.
- H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel.
- H19. Using a varied vocabulary when talking about feelings.
- H21. Recognising the signs when someone may be struggling and how to seek support.
- H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours.
- H24. Identifying strategies for dealing with emotions, challenges and change.
- H36. Identifying strategies to manage transitions between classes and key stages.

French:

Writing

- 3.1 - I can write a short paragraph to describe a person/place/thing
- 3.2 - I can write some familiar words and phrases from memory

Culture

- 4.1 - I know about the similarities and differences between our school and a French school
- 4.2 - I can find out about traditional food and drink in France
- 4.3 - I know how France is governed

No Science this term as all units have been covered – could be used for consolidation