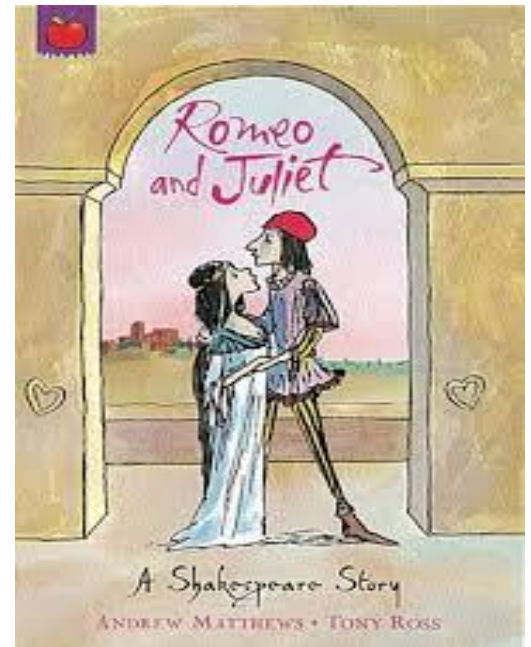


Year Six Summer Term 1

Text: Romeo and Juliet

Literacy Coverage: Police report, diaries, letters, narratives, dialogue, setting descriptions, character descriptions, oral debate, balanced argument



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:

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

Music:

Listening

- 1.1 - I can use musical vocabulary to analyse features within different pieces of music.
- 1.2 - I can compare and contrast the impact that different composers from different times have had an effect on people.

Composing

- 2.1 - I can use a variety of musical devices eg. Melody, rhythm, chords

Appraisal

- 4.1 - I can evaluate how the venue, occasion and purpose affects the way a piece of music is created

Art:

Collage (Gustav Klimt, Pablo Picasso)

- 3.1 - I can use layering & overworking
- 3.2 - I can use a range of media to create collages
- 3.3 - I can adapt and modify work and comment on my work
- 3.4 - I can use collage as a means of extending work from initial ideas
- 3.5 - I can apply knowledge of cubists

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

P.E.

Games

- 1.1 - I can play to agreed rules
- 1.2 - I can explain rules
- 1.3 - I can umpire
- 1.4 - I can make a team and communicate a plan
- 1.5 - I can lead others in a game situation

Subjects/ Objectives to be covered alongside in Summer Term 1 –
These can be taught as discrete lessons or within the main topic area.

White Rose Maths:

Weeks 1 – 3 – Shape

Weeks 4 – Position and Direction

Themed projects, consolidation and problem solving

Science:

Animals including Humans

1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
3. Describe the ways in which nutrients and water are transported within animals, including humans.
4. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats)
5. Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)

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.

Networks (Unit 6.6)

1. To learn about what the Internet consists of.
2. To find out what a LAN and a WAN are.
3. To find out how the Internet is accessed in school.
4. To research and find out about the age of the Internet.
5. To think about what the future might hold.

R.E.

Believing- Why do some people believe God exists? Christians and non- religious.

1. Outline clearly a Christian understanding of what God is like, using examples and evidence.
2. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
3. Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
4. Present different views on why people believe in God or not, including their own ideas.

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

RSHE:

Money Matters = Living in the Wider World:

- L21. Understanding different ways to keep track of money.
- L22. Understanding the risks associated with money and ways of keeping money safe.
- L23. Identifying the risks involved in gambling activities.
- L24. Identifying the ways that money can impact on people's emotions.
- L25. Recognising positive things about themselves and can set goals.
- L26. Identifying there is a broad range of different jobs/careers.
- L27. Exploring what is meant by stereotypes.
- L28/29. Recognising that there are many factors which may influence a person's job or career choice.
- L30. Recognising some of the skills that will help them in their future careers.
- L31. Identifying the kind of job that they might like to do when they are older.
- L32. Recognising a variety of routes into careers.