

YEAR 6 CURRICULUM OVERVIEW: SUMMER 2018

	FIRST HALF OF TERM	SECOND HALF OF TERM
HUMANITIES	<p>Britain Since 1930 The Blackout, The Blitz, Air raid shelters, Rationing, Wartime recipes, Clothing, Make do and mend, the Utility Mark.</p> <p>Global Sustainability and Citizenship To understand the rationale behind 'Fair trade' and what the movement involves. To recognise that Fairtrade operates in many countries throughout the world. To recognise the Fairtrade mark and understand why it has been awarded. To understand the production processes of a product supported by Fairtrade To understand that there are advantages and disadvantages of eating locally produced produce To understand that living things occur together and that often what is unseen initially can be pivotal for the existence of life across a food chain or web.</p>	<p>Britain Since 1930 Propaganda, Dig for Victory, National Government and Post-war Britain during the 50s, 60s and 70s.</p> <p>Parliament and National Government To recognise and differentiate between Parliament and Government. Identify the key parts of Parliament and the major Cabinet positions. To understand and identify the characteristics of the Commons and the Lords and the differences between them. Understand the process of law and the role that democracy plays in our lives, To consider and discuss the factors that contributed to women having the right to vote.</p>
SCIENCE	<p>To understand the terms opaque, transparent and translucent. To identify natural and man-made sources of light. To investigate the relationship between light hitting a mirror and light reflected from it. To understand how mirrors work and how they are used in everyday life. To understand how the eye works.</p> <p>To understand the term mixture. To investigate separating insoluble and soluble solids. To investigate the rates of dissolving. To plot graphs accurately and interpret results. To investigate reversible and irreversible changes. To investigate the causes of and how to stop rusting occurring.</p>	
ICT	<p>Research skills To develop greater familiarity in a range of word processing skills during both independent and collaborative working within a range of contexts and across a range of topics. To develop drafting and craftsmanship through effective use of publishing work using a range of available programs.</p> <p>Programming skills To practise using the Scratch software to develop a greater knowledge and fluency in the use of programming language and skills.</p>	<p>Online Safety To use a computer to research, identify and select pertinent and correct information, developing confidence in presenting this in different forms.</p> <p>Mathletics To utilise Mathletics, developing confidence and familiarity with this program and extending themselves to attempt a wide range of interactive and online tasks.</p> <p>Publishing skills To develop drafting and craftsmanship through effective use of publishing work using a range of available programs.</p>
GLOBAL STUDIES	<p>Evolution and Culture To begin to understand the role I have in the world. To learn about global poverty. To learn about the growth and speed of technology change.</p> <p>Human Development and Morality To learn about energy production – fossil fuels versus green power. To learn about language and communication. Why did this happen? To learn about Italy, its culture and language.</p>	<p>Human Development and Morality To learn about values. What are they, do we all value the same things? What makes us value something? To discuss the power of the media and fake news. To learn about what's in the news, exploring different viewpoints of international topical events, debates or news stories.</p>
PERFORMING ARTS	Summer Show - Annie	
RE	<p>A summary of an alternative religion/beliefs eg Hinduism What is the same? What are the contrasts? Which aspects of the beliefs appeals to you/do you question? Children will compare and contrast an alternative religion with the Christian faith.</p> <p>Key Vocabulary: Mandir, Vishnu, Shiva, Brahma, Ganesh, Rama, Sita, inspirational, faith, Hinduism, Karma, reincarnation, Dharma, Samsara, atman, Moksha, artha, Sanskrit, Vedas, Om.</p>	<p>Individual studies on Islam. To include: Muslim beliefs. Five Pillars. Mohammed's story. The Qur'an. The Mosque. Festivals. Islamic art.</p> <p>Research project: The year 6 will complete a project related to Islam.</p> <p>Key vocabulary: Islam, Muslim, Qur'an, Ramadan, Allah, Mecca, Five Pillars of Islam, Hadith, Imam, Muhammed, prophet, Hijab</p>
PE	Sports Day Practise and preparation of year group related events. Swimming Gala Preparation. Cricket	Sports Day Practise and preparation of year group related events. Trampoline, Cricket
ART	<p>Sketching and Watercolour Painting. To look and work on the different techniques and skills involved Sketching and Watercolour painting. To use a variety of HB and B pencils and different papers, experiment with shading and cross hatching and to look at size, proportion and composition. To experiment with Watercolour paints and papers and the different Effects obtainable.</p>	<p>Movement and the Human Body To draw the outline of a human body in action. Repeat the pattern 6 times and colour using one colour from light to dark.</p>
FRENCH	<p>Manger et Bouger (Healthy Lifestyles) In this unit the children will learn how to name and recognise ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy life-style. Learn to make a healthy recipe in French.</p>	<p>Les Planètes (The Planets) In this unit the children will learn how to name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Say an interesting fact about at least four of the planets. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</p>