








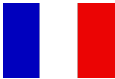





# Our Year 6 Curriculum - Summer 2



<b>Lens &amp; Big Question</b> 	<b>Landscape:</b> How has the UK landscape shaped our society?
<b>Maths</b> 	<b>Measures and Geometry</b> We will be learning about different units of measurement included in the metric and imperial systems of measurement. We will be choosing appropriate units of measurements and applying these skills to practical activities. We will then look at calculating area, perimeter and volume of 2D and 3D shapes as well as calculating angles in shapes.
<b>English</b> 	<b>Narrative &amp; Explanation Text Writing</b> We will be continuing to read Northern Lights by Philip Pullman in our Destination Reader lessons. In writing, we will also be continuing to use our DR text to support the pupils with their narrative writing. This will be done by exploring specific features the author has used and recreating similar features in their own writing. This half term, writing will be based around the narrative genre to begin with and then switch to the non-fiction genre of writing a non-chronological report about The Northern Lights.
<b>Geography</b> 	<b>The UK landscape</b> In Geography, the children will explore how the UK landscape has shaped our settlements. We will focus on key physical geography, such as the coast and coastal features, hills and mountains, exploring the processes that form these features and how they have interacted with and affected the settlement of different communities within the UK.
<b>Science</b> 	<b>Animals, including humans</b> What does a healthy lifestyle look like and why is it important to follow one? The children will learn about the circulatory system, the role of the heart, the composition of blood and the impact of diet, exercise and drugs.
<b>Religious Education</b> 	<b>Is anything ever eternal?</b> Should religious people be sad when someone dies? How do funeral and mourning rituals inform us of what a religion believes happens after death? We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. This unit will be taught with great sensitivity.
<b>PSHE</b> 	<b>Health and Relationship Education/Transitions</b> The children will build on their understanding of relationships, focusing on friendships, romantic and safe relationships (consent and conception) and explore strategies for maintaining positive relationships throughout their transition to secondary school. Pupils will also learn about the physical and mental changes associated with puberty. They will then learn some strategies to manage their transition to secondary school. <b>Please see the separate, more detailed letter we have sent home.</b>  <b>British Value: Individual Liberty</b>
<b>Music</b> 	<b>Performance and Production</b> Pupils will further develop and refine techniques for performing pieces of music as individuals and in groups, with and without instruments. Lessons will also be themed around the production and rehearsal. Pupils will be learning new songs and developing their choral singing.
<b>Computing</b> 	<b>Creating Media: History of Computers</b> Children write, record and edit radio plays set during WW2, look back in time at how computers have evolved and design a computer of the future. <b>Skills Showcase: Inventing a product</b> Designing a product, pupils will: evaluate, adapt and debug code to make it suitable and efficient for their needs; use a software program to design their products; create their own

	<p>websites and video adverts to promote their inventions.</p> <p><b>Online Safety: Think before you click</b></p> <p>Learning how to identify potential scams and reduce the risk of falling for one; identifying phishing emails and malware and updating computer software to keep devices safer.</p>
<p><b>French</b></p> 	<p><b>Manger et Bouger</b></p> <p>In French, we will continue with our topic on healthy living. Pupils will revisit the names of foods and drinks that are considered good or bad for their health. They will learn the names of exercises and activities they can do to keep fit and healthy. Using complex sentences, they will prepare and deliver a presentation in French about what they eat, drink and do - or do not do - to maintain a healthy lifestyle.</p>
<p><b>PE</b></p> 	<p><b>Rounders/Dance</b></p> <p>In <b>rounders</b>, pupils will develop the quality and consistency of their fielding skills and understand when to use them such as throwing underarm and overarm, catching and receiving a ball. They will learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they will use skills, strategies and tactics to outwit the opposition. Pupils will work with a partner and group to organise and self-manage their own games. Pupils will be taught to play with honesty and fairness when playing competitively.</p> <p><b>Dance</b> will be taught in conjunction with our Y6 production, where the pupils will use the dance skills they have learnt in Y3-5 to choreograph and learn set dance routines for the production.</p>
<p><b>DT</b></p>	<p><b>Textiles</b> - children will use fabrics, template designs, thread and needles/pins to decorate and stitch (sew by hand) a waistcoat. They will design a waistcoat for a specific character from their end of year production of Peter Pan.</p>