English

Summer 1

Text: *Olympic Stimuli*
Outcome 1: 1st Person Narrative
Speaking and Listening Outcome: Read aloud 1st Person Narrative

Text: *Fantastic Beasts and Where to find them – JK Rowling*
Outcome 1: Non-chronological report about mythical creature
Outcome 2: Witness report
Outcome 3: Jewellery shop narrative
Speaking and Listening Outcome: Perform Witness Report

Summer 2

Text: *Replay (animation)*
Outcome 1: Setting Description
Outcome 2: Narrative including a flashback to before the catastrophe
Speaking and Listening Outcome: Read narratives to families

Learning Journey 2 – *Tales from Outer Suburbia* by Shaun Tan
Outcome 1: Persuasive Letter
Outcome 2: Narrative
Speaking and Listening Outcome: Reciprocal Reading Strategies

Art – Andy Warhol inspired Pop Art

Creating Pop Art inspired portraits using paint and silkscreen prints.

Artist links: Andy Warhol
Skills: Colour, form, pattern and printing

Maths

Summer 1

- Revision of Previous Learning
- Ratio and Proportion
- Calculating Using Knowledge of Structures
- Solving Problems with Two Unknowns
- Mean Average

Summer 2
Real-life Projects

PE

Summer 1

- Athletics

Summer 2

- Net/wall games
- Strike/field games
- Invasion games
- Swimming

R.E.

Summer 1
Concept: Growth and Change
Context: *How do we grow and mature spiritually?*

Summer 2
Concept: Gospel
Context: *What would Jesus do?*

Science – Controlling electrical circuits

Knowledge Block 2: Electrical Current

Substantive Knowledge (key ideas)

- Current is the flow of electricity through a conductor
- When current passes through a device it makes it work
- Increasing the voltage (the number of cells in the battery) increases the current. The larger the flow of current, the harder the device works

Knowledge Block 3: Electrical resistance

Substantive Knowledge (key ideas)

- All parts of a circuit offer resistance to electrical current including the wires.
- Resistance is the slowing down of electrical current
- The more devices added into a circuit the greater the resistance
- This means less current flows around the circuit

Science – Sound

Knowledge Block 1: How is sound produced?

Substantive Knowledge (key ideas)

- Sounds can be produced in a variety of ways.
- Sounds have the properties of pitch and volume.
- When a sound is produced it spreads out from its source in all directions

Knowledge Block 2: How sound is made and travels.

Substantive Knowledge (key ideas)

- Sound is caused by vibration (objects move rapidly back and forth or up and down)
- When objects vibrate it makes the objects in contact with it also vibrate. This includes the air.
- The vibration travels through the air and makes other objects it is in contact with vibrate including your ear drum.

Knowledge Block 3: Pitch and Volume Changes

Substantive Knowledge (key ideas)

- Pitch and volume are caused by how the material vibrates
- The pitch of a sound is caused by how fast an object vibrates. This is called the frequency of vibration. Higher the frequency, higher the pitch
- Smaller objects or tighter strings tend to vibrate with a higher frequency
- The volume of sound is caused by how big each vibration is. This is called the amplitude of vibration. The bigger the amplitude the higher the volume.
- Sounds get fainter as the distance from the sound source increases.

DT – Fairground rides

Generate: Generate ideas and recognise that designs have to meet a range of different needs.
Design: Make realistic plans to achieve aims.
- Think ahead about the order of work; choose appropriate tools, equipment, materials, components and techniques.
- Clarify ideas using labelled sketches and models to communicate details of the design.

Make: Make a product that uses both electrical and mechanical components.
- Apply mechanisms to create movement.
- Use simple circuits to illuminate.
- Combine a number of components well in my product.
- Apply texture or design to the product.
- Ensure the product is finished well.
- Shape the product carefully using appropriate techniques and tools.

Evaluate:
- Reflect on work in relation to intended use and identify improvements needed.
- Evaluate products and suggest improvements.

Technical Knowledge:
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use electrical systems in their products (For example circuits incorporating bulbs)

Year 6

Summer Term – Who's got the power?

Visit: Winchester Cathedral

History

Ancient Greece, Greek Legacy Enquiry

Geographical skills and fieldwork

Environmental study around green energy.

PSHE (Jigsaw)

Summer 1
Relationships

Summer 2
Changing Me

Computing

Summer 1
Internet Safety, Link to Jigsaw Unit on Relationships, Pieces 4-6.

Summer 2
Information Technology – Using iMovie to Vlog about the school play.

Music –

Year 6 production