



## Year 6 Summer 1 Curriculum Overview

<b>YEAR GROUP:</b>	6	<b>TERM:</b>	Summer 1
<b>SCIENCE</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>COMPUTING</b>
<p><u>IRREVERSIBLE CHANGES</u></p> <ul style="list-style-type: none"> <li>-Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	<p>Taught in Summer 2</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: <b>early Islamic civilization</b>, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<ul style="list-style-type: none"> <li>-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>-To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>-To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>-To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> </ul>

			<p>-To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>-To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><i>-To know that using unreliable information will mislead people.</i></p> <p><i>-To know that websites can use my data to make money and target their advertising.</i></p> <p><i>-To always acknowledge the source of materials I use in my work.</i></p> <p><i>-To know to ask my friends before I use things I</i></p>
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			<p>created in my work.</p> <ul style="list-style-type: none"> <li>-To understand what a LAN and WAN are.</li> <li>-To consider what the future might hold for IT.</li> <li>-To use variables within a game.</li> <li>-To create a simulation of a room in which devices can be controlled.</li> <li>-To design a program for a given audience.</li> <li>-To create a picture quiz for young children.</li> </ul>
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>PATTERN</u></p> <ul style="list-style-type: none"> <li>-To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>-To learn about great artists, architects and designers in history.</li> </ul> <p><i>-To create own abstract pattern to reflect personal experiences and expression.</i></p> <p><i>-To create patterns for purpose.</i></p>	Taught in Summer 2	<ul style="list-style-type: none"> <li>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>-To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-To use and understand staff and other musical notations.</li> <li>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>-To develop flexibility, strength, technique, control and balance.</li> <li>-To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><i>-To investigate running styles and changes of speed.</i></p> <p><i>-To practise throwing with power and accuracy.</i></p> <p><i>-To throw safely and with understanding.</i></p> <p><i>-To demonstrate good running technique in a competitive situation.</i></p>

		<p>traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p>	<p>-To explore different footwork patterns.</p> <p>-To understand which technique is most effective when jumping for distance.</p> <p>-To utilise all the skills learned in this unit in a competitive situation.</p>
PSHE	RE	MFL	PE
<p><u>BEING A RESPONSIBLE CITIZEN</u>  <u>- DEMOCRACY AND GOVERNMENT</u></p> <p>-To know why and how rules and laws that protect me and others are made and enforced.</p> <p>-To understand why different rules are needed in different situations.</p> <p>-To know how I can take part in making and changing rules.</p> <p>-To begin to understand how the UK is governed.</p> <p>-To know about local and national elections.</p> <p>-To know how pressure groups work and their role in democratic society.</p> <p>-To be aware that there are different rules in different communities and countries.</p> <p>-To be able to see and respect others points of view.</p>	<p>Beliefs and meaning (Islam)</p> <p>-To learn that the concept of Jihad can be interpreted differently leading to different actions and consequences.</p>	<p>-To present orally on life as an evacuee.</p> <p>-To listen to and understand to a recording about evacuees.</p> <p>-To understand and reorder events of a story.</p> <p>-To write a letter home on life as an evacuee in Spanish.</p> <p>-To explore nouns, adjectives and nouns.</p>	<p><u>Net Wall Games (Tennis)</u></p> <p>-To use running, jumping, throwing and catching in isolation and in combination.</p> <p>-To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>-To introduce Volley shots and Overhead shots.</p> <p>-To apply new shots into game situations.</p> <p>-To play with others to score and defend points in competitive games.</p> <p>-To further explore Tennis service rules.</p> <p>-To develop backhand shots.</p> <p>-To introduce the lob.</p> <p>-To begin to use full tennis scoring systems.</p> <p>-To continue developing doubles play and tactics to improve.</p>

<p>-To understand that there are different systems of government. -To be able to research and present information on rules and systems of government.</p>			
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