Summer Term

Term: Summer Term
Summer 3.1 Summer 3.2

Classes: Laurel & Sycamore

Year Group: 6

Teachers: Mrs Hanslip & Mrs Benson

Visits and Theme Days:
Gulliver's Kingdom and local walk

Science

Animals, including humans: Circulation and health.

Learning about the circulatory system by exploring the roles of the heart, blood and blood vessels and using models to demonstrate how they work together.

- Knowledge and Understanding
- Identify factors that positively and negatively affect health.
- Describe the circulatory system and the function of the heart.
- Explain how blood circulates around the body.
- Identify the functions of blood in transporting oxygen, nutrients and other substances.
- Understand heart rate and compare heart rates across animals.
- Explain how exercise affects heart rate.
- Explore the relationship between heart rate, recovery and fitness.
- Working Scientifically
- Evaluate the reliability of health information from different sources.
- Evaluate scientific models, identifying strengths and limitations.
- Compare results, identify patterns and make predictions.
- Plan investigations, identifying variables and methods.
- Present data using line graphs with appropriate labels and units.

History – Kapow

Transition unit OPTIONS CB/RH/ tbc.

What was the Sikh Empire?

- Explain terms such as unification and absolute power.
- Identify the skills and behaviours of leaders that contributed to achieving a goal.
- Describe and assess the impact of beliefs on change.
- Identify the significance of a place.
- Make deductions and inferences from sources.
- Apply criteria to decide and explain historical significance.
- Describe how and why interpretations are different.
- Make observations and explain historical achievements.

Unheard histories: Who should go on the £10 banknote?

- Name the features of a banknote.
- Make inferences about a historical figure using a banknote.
- Research and explore the achievements of different historical figures.

Geography – Kapow

Fieldwork Enquiry: Investigating a local issue.

Applying geographical enquiry skills by investigating an issue in the local area.

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

PSHE – Kapow

Staying safe: How can I stay safe as I grow up?

Developing understanding of hazards, risks and safer choices by exploring how to stay safe in different situations and considering how peer pressure and drug misuse can affect decision-making.

- Knowledge and Understanding
- Identify hazards and risks at home and outdoors.
- Understand factors that increase risk in different situations.
- Explain how to respond to accidents and emergencies.
- Identify safe choices when travelling independently, including railway safety.
- Understand and apply the water safety code.
- Recognise changing risks and make informed decisions.
- Identify peer pressure and develop strategies to respond safely.
- Understand the risks and consequences of drug misuse.
- Recognise how to seek help and support in unsafe situations.

How can I stay safe growing up?
First aid: Further first aid

Preparing pupils for first aid learning in secondary school by raising awareness of emergency first aid and how to get support in an emergency.

Knowledge and Understanding

- Recognise medical emergencies and assess situations safely.

• Analyse results and draw conclusions using scientific evidence. **Making connections:** Evaluating sun safety by investigating how different sunglasses protect the eyes from light and UV radiation. **Consolidation and Scientific Enquiry - Knowledge and Understanding** • Recall and consolidate knowledge from previous units. • Apply scientific understanding to new situations. **Working Scientifically** • Plan, conduct and evaluate a scientific enquiry. • Record, analyse and present results to draw conclusions.	• Make inferences about historical figures from sources. • Describe the legacies of historically significant people • Apply criteria to decide if a person is historically significant and explain why.		• Understand when and how to call 999 for help. • Explain how to stay safe while waiting for emergency services. • Understand why seriously injured people should not be moved unless in immediate danger. • Identify when the recovery position and defibrillators may be used. • Practise the recovery position with guidance. • Understand the importance of seeking help rather than filming emergencies. • Recognise the role of trusted adults and emergency services in providing support.

Art and Design - Kapow

Sculpture and 3D: Making memories
Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

Knowledge and Understanding
- Explore and compare different artists and sculptural styles.
- Understand how sculptures can express ideas, memories and emotions.
- Discuss artistic choices and influences.

Artistic Skills and Techniques
- Develop and annotate sculpture designs in sketchbooks.
- Use shapes, colours and imagery to communicate ideas.
- Select materials and use cutting techniques accurately.
- Transform 2D designs into 3D sculptures.

Design Technology – Kapow

Cooking and Nutrition: Come dine with me
Developing food preparation and evaluation skills by researching and preparing a three-course meal.

- Select suitable recipes for a chosen course.
- Identify the ingredients and equipment needed.
- Follow recipes using accurate measurements and quantities.
- Prepare and cook dishes using appropriate techniques.
- Record recipes and explain the cooking process.
- Understand where ingredients come from and how food is produced.

Textiles – Waistcoat
Selecting fabrics, using templates and joining materials to create a waistcoat for a chosen person or purpose.

Computing – Purple Mash

Introduction to Python (Computer Science)
- To understand that Python is a text-based coding language and enter simple commands.
- To use Python to perform mathematical calculations.
- To be able to use repetition and Python library functions.
- To understand how Python in Pieces can be used to program a graphical user interface.

Binary (Computer Science)
Children will learn how computers use binary (1s and 0s) to store and process information. They will explore how to convert numbers into binary and apply their knowledge to create a simple game.

- To recognise that digital systems represent all types of data using number

E-safety – Common Sense Education

You Won't Believe This! What is clickbait and how can you avoid it?

- Define "the curiosity gap".
- Explain how clickbait uses the curiosity gap to get your attention.
- Use strategies for avoiding clickbait.

Beyond Gender Stereotypes - How do gender stereotypes shape our experiences online?

Children will explore gender stereotypes in the media and understand how they can influence perceptions of themselves and others.

• Experiment independently with materials and techniques. • Refine and improve sculptures throughout the creative process. **Evaluating** • Evaluate finished sculptures, identifying successes and areas for improvement. • Reflect on creativity, originality and personal development.	• Develop a waistcoat design that meets the design criteria. • Use templates to measure, mark and cut fabric accurately. • Join fabric using a running stitch. • Attach secure fastenings and decorative features. • Evaluate the finished waistcoat against the design criteria. • Identify strengths and areas for improvement.	codes in patterns of 1s and 0s (called binary digits). • To represent decimal (whole) numbers in a binary format. • To explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms. • To represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.	• Define "gender stereotypes" and describe how they can be present online. • Describe how gender stereotypes can lead to unfairness or bias. • Create an avatar and a poem that show how gender stereotypes impact who they are.

MFL – Grammarsaurus

In the City
- Name and describe places in a town or city.
- Use correct articles (le, la, l', un, une).
- Ask for and give directions in French.
- Describe what is in their local area.
- Practise vocabulary through speaking activities.

At the Café
- Identify and name food and drinks in French.
- Use correct articles when discussing food and drinks.
- Order food and drinks using appropriate phrases.
- Practise conversations through café role-play.

Occupations
- Name different jobs and occupations.
- Understand masculine and feminine forms of occupations.
- Describe their own and family members' occupations.
- Ask and answer questions about jobs.
- Apply previously learnt French vocabulary.

Letter from France
- Read and understand a simple French letter.
- Identify major cities in France.
- Use familiar vocabulary and grammar to describe themselves.
- Express likes, dislikes and personal information.
- Write a letter to a French pen pal.

RE – Doncaster Syllabus

What do Christians believe about the Old and New Covenants?
- Define the word 'covenant' and give an example.
- Summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people.
- Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.

What is Humanism?
- Identify and explain some of the moral teachings practised by non-religious communities.
- Apply ideas about values and how non-religious people choose to live their lives.

PE – Get Set 4 PE

Rounders and OAA / Striking and Fielding
- Use skills in isolation and in combination
- Play competitive games, modified where appropriate for rounders and apply basic principles suitable for defending
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Take part in outdoor and adventurous activity challenges both individually and within a team

Athletics
- Use skills in isolation and in combination
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Take part in outdoor and adventurous activity challenges both individually and within a team

Music - Charanga

Music and Me
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

National Theatre Let's Play
***Same as above**