

## Year 6 Summer Curriculum Overview 2024

| Subject          | Summer 1  | Summer 2   |
|------------------|---|--|
| <b>RE</b>        | <b>Easter to Pentecost</b><br>What happened at Pentecost?<br>Would you speak up for your faith?   | <b>Discipleship</b><br>What is a disciple?<br>What does Mark say about discipleship?   |
| <b>Maths</b>     | Revision of key concepts  | Financial maths and enterprise<br>Maths preparation for KS3  |
| <b>English</b>   | SATs revision<br><br>Discussion based on Refugee Crisis<br>(SPaG: precise vocabulary, relative clauses, modal verbs, cohesive devices)<br><br>Narrative workshops- review key narrative techniques, e.g., creating characters, settings, and atmosphere Rock, Paper, Scissors- narrative based on a visual representation of the classic children's game.<br><br>The Winter King- write narratives based on a visual representation -review key narrative techniques, e.g., creating characters, settings, and atmosphere Formal letter writing linked to science topic |  |
| <b>Science</b>   | <b>Electricity</b><br>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>Use recognised symbols when representing a simple circuit in a diagram.  | <b>Living Things and their Habitats</b><br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals<br>Give reasons for classifying plants and animals based on specific characteristics. |
| <b>Computing</b> | <b>Spreadsheets</b> <ul style="list-style-type: none"> <li>• Enter data and formulae into a spreadsheet.</li> <li>• Order and present data based on calculations.</li> <li>• Add, edit, and calculate data.</li> </ul> Use a spreadsheet to solve problems. <ul style="list-style-type: none"> <li>• Plan and calculate a spending budget.</li> <li>• Design a spreadsheet for a specific purpose.</li> </ul>   |  |

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| <b>History</b>               | <p><b>The Maya</b><br/>         Consider similarities and differences between ancient religions and different religions today.<br/>         Explore the characteristics of Maya gods and design own.<br/>         Explore the Maya number system.<br/>         Find out what Maya people grew and ate.<br/>         Locate the ancient Maya Cities.<br/>         Find out what we know about the Maya from the drawings of Frederick Catherwood.<br/>         Consider what we know about Chichen Itza and use the information to create a leaflet for tourists.</p>                                    |   |
| <b>Geography</b>             | <p><b>Why is Fair Trade fair?</b><br/>         Investigate the issue of trade at a range of scales – from the personal to the global context. At an individual level, reflect on what they and their families buy and from where it originates e.g. looking at clothes and fashion.</p>   |   |
| <b>Art</b>                   | <p><b>Shadow Puppets</b><br/>         Explore how traditional and contemporary artists use cut-outs for artistic affect. Adapt their techniques to make own shadow puppets.</p>   |   |
| <b>Design and Technology</b> | <p><b>Textiles</b><br/> <b>Focus:</b> Design, make and evaluate a final product, by combining different fabric shapes.- tool belt<br/> <b>Mechanical Systems--</b> Focus: Pulleys or Gears- toy vehicles<br/> <b>Food Focus:</b> Celebrating culture and seasonality</p>  |   |
| <b>Music</b>                 | <p><b>Focus 1:</b> To create music to accompany a short film about a race, composing an extended melody and accompaniment.<br/> <b>Focus 2:</b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.<br/> <b>Focus 3:</b> Indian music, Bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3</p>  |   |
| <b>PE</b>                    | <p><b>Cricket-</b><br/>         Catch consistently well under pressure.<br/>         Throw accurately overarm.<br/>         Bowl with a short run up and straight arm with some accuracy.<br/>         Pull a ball from a short delivery to the leg side.<br/>         Perform a range of fielding techniques confidently and consistently.<br/>         Show tactical awareness as a fielder.<br/>         Play a square cut shot.<br/>         Bowl out of the back of my hand.<br/>         Bowl by running in close to the wickets.<br/>         Link skills and perform in a competitive game.</p> | <p><b>Rounders-</b><br/>         Catch with soft hands.<br/>         Throw accurately into space.<br/>         Bowl accurately at a consistent height.<br/>         Ground field consistently well.<br/>         Catch and throw quickly from backstop.<br/>         Strike with some accuracy into a given area.<br/>         Communicate with my fellow batters when between bases.<br/>         Back up fellow fielders in the outfield.<br/>         Throw with real accuracy and under pressure.<br/>         Play a full game in a small group taking on different roles within the team.<br/>         Adapt my game according to the direct opponent/situation</p> |
| <b>RSE</b>                   | <b>Created to Live in Community</b>   |   |