

PSHE & Relationships Education:
Staying safe: How can I stay safe as I grow up?

We will be learning to:

- The facts about legal & illegal harmful substances & associated risks, including smoking, alcohol use & drug-taking
- About hazards (including fire risks) that may cause harm, injury or risk & ways to reduce risk
- How to recognise risk & keep safe around roads, railways, including level crossings, & water, including the water safety code.
- How to make a clear & efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them
- Concepts of basic first aid, for example dealing with common injuries & ailments, including head injuries
- Crucial crew: How to stay safe in different situations eg: road & railway safety, internet safety, bullying & fire safety.

Computing: Information Technology: History & the Future of Computing

We will be learning about:

- How search engines are ranked
- How some sites present opinions & beliefs as facts
- The terms 'influence', manipulation' & 'persuasion' online
- How to identify, flag & report inappropriate content
- Increasing privacy on apps & services that provide privacy settings
- How some online content targets people to gain money or information illegally
- What technology might look like in twenty years' time

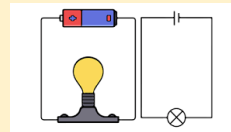
Year 6
Summer 1

Geography: South America

We will be learning about:

- South America & its key physical features & cities
- Climate zones
- Mountain ranges
- Human geographical features
- Trade & industry
- Countries in South America
- An area of South America compared with an area of North America (Y5) & the UK

Science: Electricity: Changing Circuits



We will be learning about:

- voltage of cells used in the circuit & the brightness of a lamp or the volume of a buzzer
- variations in how components function, Comparing them & giving reasons
- use recognised symbols when representing a simple circuit in a diagram.
- carrying out comparative [and fair] tests.

French: Café Culture & Restaurants

We will be learning to:

- Order drinks, snacks & ice-creams
- State quantities of food
- Read & write a café menu
- Role play being at a café
- Learn facts about French food
- Follow & recall a story about going to a restaurant

PE: Competitive Sports

We will be learning to:

- Defend as a team in a chosen sport, in modified game scenarios.
- Develop a number of strategies and tactics that outwit and confuse opposition during a game.
- Attack as a team in a chosen sport, in modified game scenarios.
- Create Ideas of how to counter attack/attack quickly, when faced with a team of defenders.
- Demonstrate resilience when participating in activities and encourage others to do the same.
- Play with confidence and know when/where to take risks, when trying to win a game.
- Compete within the rules, showing fair play and honesty, when playing independently and as a small team.

Tactics and Strategy

We will be learning to:

- Recognise the main aspect of a good performance from the opposition.
- Create tactics and strategies to combat other teams performance.
- Defend an area 3 V 3 or 4 v 4 (Using a plan)
- Identify suitable attacking and defending methods and adapt from the opposition.
- Make more than 1 suggestion of how to defend as a team.

Art: Sculpture & 3D- Making Memories

We will be learning about:

- The work of artists that appreciate different artistic styles.
- Create a sculpture to express ourselves
- Suggest ways to represent memories through imagery, shapes and colours.
- Produce a sketchbook idea for a sculpture.
- Successfully create a 3D sculpture.
- Produce a completed sculpture demonstrating experimentation, originality and skill.
- Evaluate our own work and make refinements.

British Values

Every child will develop:

- an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- a sense of enjoyment and fascination in learning about themselves, others and the world around them
- an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- a willingness to participate in and respond positively to artistic and cultural opportunities
- their ability to recognise the difference between right and wrong

RE: Incarnation

We will be learning to:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible
- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

UNCRC Articles

Every child has the right to:

- **Article 14:** think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights
- **Article 17:** reliable information from the media and internet
- **Article 27:** a standard of living that meets their physical, social and mental needs
- **Article 29:** develop their respect for their own and other cultures and the environment through education

Music: Songwriters & Celebration

Unit: Celebrating Songs

We will be learning to:

- Investigate how songs tell stories, express feelings & communicate messages through lyrics, structure, & musical features
- Explore the structure of pop songs, recognising key features such as hooks, choruses, & verses
- Identify & describe melodic patterns.
- Perform & compose using chords & basslines
- Develop an understanding of melody & harmony, including rounds, part-singing, & instrumental accompaniments
- Learn about the 12-bar blues & use blues riffs & improvisation in group performance
- Follow & create graphic & staff notation to represent melodies, rhythms, & chords
- Create & perform a celebratory song, incorporating lyrics, melody, harmony, & instrumental parts
- Compose & perform a class fanfare using knowledge of musical dimensions & performance skills
- Prepare for end-of-year performances by rehearsing, refining, & evaluating ensemble work with peer feedback
- Broaden knowledge of musical traditions including pop, blues, classical, & fanfare music
- Compose & perform celebratory leavers' pieces or fanfares using melody, harmony, & bassline features using Song Maker on Chrome Music Lab