



Year Group: 6

Term: Summer 1

Subject	Learning
History	Autumn 1 and 2
Geography	Summer 2
MFL	Spanish Language Angels <ul style="list-style-type: none"> <li>Do you have a pet? (IN)</li> </ul>
Art	<p>Knowledge</p> <ul style="list-style-type: none"> <li>To make a record about the styles and qualities in their work.</li> <li>To say what their work is influenced by.</li> <li>To include technical aspects in their work e.e architectural design.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>To communicate emotions and a sense of self with accuracy and imagination in their sketches.</li> <li>To explain why they have combined different tools to create drawings.</li> <li>To explain why they have chosen specific drawing techniques.</li> </ul> <p><b>Key Vocabulary</b> architect, artistic style, design, individualistic, organic forms</p>
RE	<p>Islam</p> <ul style="list-style-type: none"> <li>How does tawhid create a sense of belonging to the Muslim community?</li> </ul> <p><b>Key vocabulary</b> Kaaba, Ummah, Hajj, Tawhid</p>
Science	<ul style="list-style-type: none"> <li>Use Year 6/7 TAPS transition activities - TAPS To be chosen by class so that they have an input on their further study.</li> <li>'Standing on the shoulders of giants/Superhero Scientists' project</li> </ul>
Working Scientifically	<ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li><b>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</b></li> <li><b>Identifying scientific evidence that has been used to support or refute ideas or arguments.</b></li> </ul>
PE	<p>Athletics</p> <ul style="list-style-type: none"> <li>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</li> <li>Link running, jumping and hopping actions with greater control and co-ordination.</li> <li>Perform jumps for height and distance using good technique.</li> <li>Show accuracy and good technique when throwing for distance</li> </ul>

	<ul style="list-style-type: none"> <li>● Show fluency and control when travelling, landing, stopping and changing direction.</li> <li>● Change direction with a fluent action and can transition smoothly between varying speeds.</li> <li>● Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</li> <li>● Compare their performances with previous ones and demonstrate improvement to achieve their personal best and suggest how they could improve in the future.</li> </ul> <p><b>Key vocabulary</b> rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight</p> <p>School games value: teamwork</p>
PE with Total Sports	<p>Outdoor adventurous activities</p> <ul style="list-style-type: none"> <li>● Communicate with others clearly and effectively when under pressure.</li> <li>● Confident to lead others and show consideration of including all within a group.</li> <li>● Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</li> <li>● Confidently and efficiently orientate a map, identifying key features to navigate around a course.</li> <li>● Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</li> </ul> <p><b>Key vocabulary</b> location, symbol, strategy, boundaries, critical thinking, co-operatively</p> <p>School games value: teamwork</p>
Computing	<p>To complete over two half terms:</p> <p>Switched On Computing 6.6 - We are marketers - video editing.</p> <ul style="list-style-type: none"> <li>● to plan a video to promote something specific (such as a product, place or the school)</li> <li>● consider key marketing messages, including identifying a unique selling point</li> <li>● further develop skills relating to shooting and editing video, including combining multiple video clips with transitions, title screen and texts.</li> <li>● to understand the purpose of 'finishing' or publishing the different elements of a project together.</li> </ul> <p>Switched On Computing 6.6 - We are marketers –website creation</p> <ul style="list-style-type: none"> <li>● consider key marketing messages, including identifying a unique selling point</li> <li>● combine carefully formatted text and images to create a web page promoting something specific (such as a product, place or the school)</li> <li>● further develop knowledge, skills and understanding in relation to creating a website, including its structure and the role of drafting and publishing pages.</li> <li>● include their fully edited promotional video on their website.</li> </ul> <p><b>Key Vocabulary</b> audience, combine, draft, publish</p> <p><b>E-Safety</b> pixl lesson 5 – digital dilemmas scam</p>
Music	Summer 2
PSHE and RSE	Mental wellbeing to support with SATs

(highlighted objectives are statutory)	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>Healthy Lifestyles (physical wellbeing).</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>
DT	Summer 2
British Values	<p>Tolerance</p> <ul style="list-style-type: none"> <li>● Tolerance of those with different faiths and beliefs</li> </ul> <p>Rule of Law</p> <ul style="list-style-type: none"> <li>● What does this mean and what rules do we have at Werrington Primary School</li> <li>● Why are rules important?</li> </ul> <p>Introduction to the protected characteristics</p>
SMSC	<ul style="list-style-type: none"> <li>● Understanding and appreciating personal influences</li> <li>● Exploring values and beliefs of others</li> <li>● Developing and expressing personal views and values</li> </ul>