



## YEAR 6

### CURRICULUM LEAFLET

#### CREATE—SUMMER 1

#### Global Goals: 10 & 5



## READING

Children will begin to read *Holes* by Louis Sachar in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read. We will also begin to learn a range of strategies for our statutory End of Key Stage Assessments (SATs).



Y6 SATs

## WRITING

Using *Holes* by Louis Sachar, we will explore the issue of civil rights and race relations. Children will explore various writing opportunities, such as speeches and biographies. Pupils will also explore two poems about freedom - *Caged Bird* by Maya Angelou and *I, Too* by Langston Hughes. Children will identify the poetic and figurative language used throughout both poems and discuss the motivations of the poets in writing the poems and the impressions created for the reader. They go on to compare and contrast the language and the themes presented in both poems and also perform both with a partner.



## MATHS

In the summer term, Year 6 use the term to consolidate and apply previously learnt topics using their own assessments to identify which areas need further development. We also allow time to prepare children for KS2 tests in May and transition to Year 7 in early July.

## PSHE

### PSHE: Economic wellbeing

We will be learning about budgeting and what it means to budget. We will also learn about financial terms such as loan, interest, tax and discount and learn about the principles of enterprise and charity work.



## PE/ SPANISH

### PE:

We will have two PE lessons each week. Pupils will learn about Dance and Tennis. Please ensure children wear their PE kits on these days. Pupils will also get the chance to attend weekly swimming lessons.

### Spanish:

We will learning about: De vacaciones (holiday destinations, clothes).



## COMPUTING/ MUSIC

### Computing: Data handling 2: Big Data 2

Pupils who are secure will be able to:

- Recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities.
- Make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning.

### Music: Music and Me

Pupils will create their own music inspired by their identity and women in the music industry.

## ART/ DT

### Art: Artist Study: Claude Monet and Pablo Picasso

In this topic, pupils will study the artists Claude Monet and Pablo Picasso. We will revisit various skills, creating a variety of pieces influenced by the artists and using a range of mediums.

### DT: Electrical Systems: Steady Hand Games

Pupils who are secure will be able to:

- Explain simply what is meant by 'form' and 'function'.
- Design a steady hand game of their own according to their design criteria, using four different perspective drawings.
- Make and test a functioning circuit and assemble it within a case.



# YEAR 6

# HISTORY

# SUMMER 1

# CIVIL RIGHTS

## PRIOR KNOWLEDGE

### Previously in Year 4:

- **Destination Reader**— Pupils explore the text *The undefeated by Kwame Alexander*

### Previously in Year 5:

- **Benin Kingdom**—What was the Transatlantic Slave Trade? Why did the British colonise Benin and what impact did this have?
- **Literacy** —Hidden Figures by Margot Lee Shetterly and Laura Freeman



## FUTURE KNOWLEDGE

### Later in Secondary school:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

## NEW KNOWLEDGE

### During this unit, I will learn:

- What was the United States of America like in the 1950s?
- Why did Oliver Brown take the Board of education to the Supreme Court?
- Why didn't Rosa Parks give up her seat on the bus?
- What was Dr Martin Luther King Jr's dream?
- Why did 3,200 people march from Selma to Montgomery?
- What is the Black Lives Matter Movement and why is it needed?

## NEW HISTORY SKILLS

### During this unit, I will learn:

#### Chronological understanding:

- Make connections and contrasts between different time periods studied and talk about trends over time

#### Historical inquiry:

- Give more than one reason to support an historical argument e.g how significant individuals had an impact on society?
- Can seek out and analyse a wide range of evidence to justify claims about the past

#### Knowledge and interpretation:

- Understand how life was like in America in the 1950s
- Explain the Declaration of Independence and the Constitution of America guaranteed
- Describe the diversity of past society and the struggles that people endured
- The period, people rallied for social, legal, political, and cultural changes to prohibit discrimination to end segregation.
- How civil rights campaigners challenged this

## KEY IDEAS AND VOCABULARY

### Boycott



The act of stopping using a company or service in protest of something they are doing.

### Civil Rights



Rights that protect your ability to participate in the civil and political life of the society and state without discrimination or repression.

### Civil disobedience



Peacefully refusing to follow laws or commands that you feel are unfair.

### Integration



Combining different groups of people.

### Jim Crow



A series of laws in southern states, which discriminated against black people.

### Ku Klux Klan



A group of white supremacist, who believe black people are inferior to white people.

### Segregation



Separating different groups of people.

### Separate but equal

The provision of different, but theoretically equal, facilities to different groups of people.

### NAACP



The National Association for the Advancement of coloured People.

### Nonviolence



The act not using violence under any circumstances (especially during protests).



## KEY IDEAS AND VOCABULARY

Any living thing

- Any living thing

7 processes all living things carry out:

- Move; Respire; Sense; Nutrients;  
Excrete; Reproduce; Grow**

A group of organs working together , e.g. circulatory system

- A group of organs working together , e.g. circulatory system

A group of tissues working together, e.g.  
heart, leaf

- A group of tissues working together, e.g.  
heart, leaf

- A group of cells working together, e.g.  
muscle

A group of cells working together, e.g.  
muscle

- The smallest functional unit of an organism

The smallest functional unit of an organism

Releases energy for the cell

Chemical reaction that makes food for plants

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- A diagram of a sunflower illustrating the process of photosynthesis. Yellow arrows labeled 'light' point towards the flower. A black arrow labeled 'carbon dioxide' points into the leaf. A red arrow labeled 'oxygen' points away from the leaf. A green arrow labeled 'carbohydrates' points from the leaf to the stem. Blue arrows labeled 'water' point from the roots into the stem.