

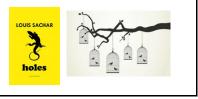
READING

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 four our statutory End of Key Stage Assessments (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.

HUDCTON ACL.	YEAR 6	AR 6 HISTORY SUMMER		. 1	CIVIL RIGHTS	
PRIOR	KNOWLEDGE	NEW KNOW	ILEDGE	KEY	IDEAS AND VOCABULARY	
	: Reader— Pupils explore the text ed by Kwame Alexander		United States of America like in the 1950s? r Brown take the Board of education to the Su-		The act of stopping using a company or service in protest of something they are doing.	
 Previously in Year 5: Benin Kingdom—What was the Transatlantic Slave Trade? Why did the British colonise Be- 		 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? 		Civil Rights	Rights that protect your ability to participate in the civil and political life of the society and state without discrimination or repression.	
nin and whatLiteracy —High	nd what impact did this have? cy —Hidden Figures by Margot Lee erly and Laura Freeman	What is the Black Lives Matter Movement and why is it needed? NEW HISTORY SKILLS		Civil disobedience	Peacefully refusing to follow laws or commands that you feel are unfair.	
,		During this unit, I will learn: Chronological understanding:		Integration	Combining different groups of people.	
FUTURE KNOWLEDGE		 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? 	Jim Crow	A series of laws in southern states, which discriminat- ed against black people.		
			Ku Klux Klan	A group of white supremacist, who believe black peo- ple are inferior to white people.		
The national curriculum for history aims to en- sure that all pupils:		 Can seek out and analyse a wide range of evidence to justify claims about the past Knowledge and interpretation: 		Segregation	Separating different groups of people.	
	ow and understand the history of these ands as a coherent, chronological nar- tive, from the earliest times to the pre- nt day: how people's lives have shaped is nation and how Britain has influ- iced and been influenced by the wider orld	 Understand how life was like in America in the 1950s Explain the Declaration of Independence and the Con America guaranteed Describe the diversity of past society and the struggle people endured The period, people rallied for social, legal, political, a changes to prohibit discrimination to end segregation How civil rights campaigners challenged this 		Separate but equal	The provision of different, but theoretically equal, facilities to different groups of people.	
sent day: ho				NAACP	The National Association for the Advancement of col- oured People.	
			to end segregation.	Nonviolence	The act not using violence under any circumstances (especially during protests).	

The second	YEAR 6	SCIENCE	SUM	1MER 1	CELLS	
PRIOR KNOWLEDGE		NEW KNOWLEDGE		KEY IDEAS AND VOCABULARY		
 Previously in Reception: Understanding the World: Plants and life cycles Previously in Year 1: Plants: Features of a plant Previously in Year 2: Human lifestyle: What is a healthy diet? Previously in Year 3: Plants: What are the main parts and functions of a flowering plant? 		 During this unit, I will learn: What is the difference between living and non-living things? What are the main organ systems of the body? What are organ systems, organs, tissues and cells? What are animal cells? 		Organism	Any living thing	
				MRS NERG (acronym) Movemer Bergradon Bergradon Bergradon Bergradon	7 processes all living things carry out: Move; Respire; Sense; Nutrients; Excrete; Reproduce; Grow	
		What are plant cells?What are specialised cells?	Organ system Definition Defi	A group of organs working together , e.g. circulatory system		
-	ms: To explain how plants make n food (photosynthesis) ear 4:	SCIENTIFIC ENQUIRY		Organ	A group of tissues working together, e.g. heart, leaf	
ported an Previously in Ye		 practical scientific methods, processes and skills through the teaching of the programme of study content: Know which type of investigation is needed to suit a particular scientific enquiry e.g. Looking at the relationship between pulse and 	Tissue	A group of cells working together, e.g. muscle		
Reproductive cycle: Are the life cycles of all mammals the same?		 exercise Draw and label a diagram to represent a healthy meal Make comparison about different foods (Kewl V No Kewl) using scientific research Label a diagram explaining what happens to each muscle during each movement. Carry out a test to see what happens when you exercise. Recognise why controlling variables is important and explain how I do this in my experiments. Take accurate measurements using scientific equipment – stop watch 		Cell	The smallest functional unit of an organ- ism	
FUTURE KNOWLEDGE Later in Year 6: Diet and Lifestyle—What happens to the				Mitochondria	Releases energy for the cell	
	ing exercise	 Take repeated measurements when appropriate. Draw conclusions from my results and describe causal relationships in results. Read a case study and scientific evidence that has been used to support or refute ideas or arguments related to healthy lifestyles 		Photosynthesis	Chemical reaction that makes food for plants	