



YEAR 6

## CURRICULUM LEAFLET

CREATE—SUMMER 1

GLOBAL GOALS: 10 & 5



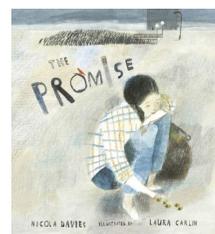
## READING

Children will begin to read *Caged Bird* by Maya Angelou. We will be combining strategies using evidence from the text to support our understanding. The children will also continue to 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).



## WRITING

Using *Holes* by Louis Sachar and *The Promise* by Nicola Davies we will explore the issue of civil rights and race relations and environmental issues. Children will explore various writing opportunities, such as speeches and biographies, leaflets and adverts.



## MATHS

### Review Prior Learning:

To develop an understanding of fractions: 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.

**New Learning:** *Maths Investigations*

## RE/ PSHE

### RE:

We will be exploring the question: **How did the world begin?**



**PSHE:** Children will learn about how to be good members of society through our *Citizenship* topic.



## PE/COMPUTING

### Physical Education:

Children will have **swimming** lessons once a week at the Clissold Leisure Centre. Our second PE lesson will take place every Friday with our class teachers. Please ensure children wear their PE kits on these days.

### Swimming

### Tennis



### Computing:

Children will learn about **Data Handling** through our topic *Big Data 2*

## SPANISH/MUSIC

### Spanish:

The topic this term will be *De vacaciones (holiday destinations)*



### Music:

This term the children will be on **song writing** with the specialist music teacher



## ART/ DT

### Art : Still Life

In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.



### DT: Structures—Playgrounds

Using the skills they've developed over the past few years, children will learn to design and construct a playground with a variety of structures





YEAR 6

HISTORY

SUMMER 1

CIVIL RIGHTS

PRIOR KNOWLEDGE

Previously in Year 5:

**Benin Kingdom**—Why did the British colonise Benin and what impact did this have?

**Middle East** —What events led to the Arab-Israeli War in 1948?

Previously in Year 6:

**Twentieth Century Conflict**—was the second world war inevitable?

NEW KNOWLEDGE

During this unit, I will learn:

- About what life was like in the United States of America in the 1950s
- Look at the different Civil rights campaigners and the challenges they faced.
- The ongoing discrimination following desegregation.
- Police brutality against black protestors and activists.
- The influence of the media on the public.

KEY IDEAS AND VOCABULARY

Civil rights are an essential component of democracy. They're guarantees of equal social opportunities and protection under the law, regardless of race, religion, or other characteristics. Examples are the rights to vote, to a fair trial, to government services, and to a public education.

Segregation



Separating different groups of people.

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

Integration



Combining different groups of people.

Supreme Court



High court of law

Jim Crow Laws



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

Non-violence



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

FUTURE KNOWLEDGE

Later in Year KS3:

- Ideas, political power, industry and empire: Britain, 1745-1901
- Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust



KEY SKILLS – HISTORY

During this unit, I will learn:

- Represent the concepts of continuity and change over time, along with evidence, on a timeline.
- Make connections and contrasts between different time periods studied and talk about trends over time
- Analyse a wide range of evidence to justify claims about the past



YEAR 6

SCIENCE

SUMMER 1

CELLS

### PRIOR KNOWLEDGE

**Previous learning:** In the previous years children will have learned about

**Year 1 – living things**

**Year 2 – human lifestyle**

**Year 3 - Plants**

**Year 4 – Plants and Human anatomy**

**Year 5 - Reproductive Cycles**

### NEW KNOWLEDGE

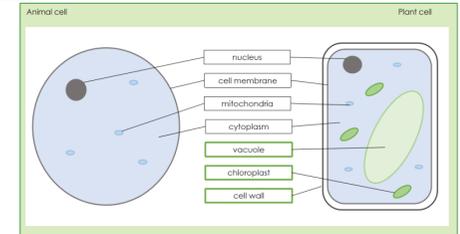
**During this unit, I will learn:**

- 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?
- What are plant cells?
- What are specialised cells?



### KEY IDEAS AND VOCABULARY

In biology, a cell is the smallest unit that can live on its own and that makes up all living organisms and the tissues of the body. A cell has three main parts: the cell membrane, the nucleus, and the cytoplasm.



#### Organism



Any living thing

#### MRS NERG (acronym)



7 processes all living things carry out: Move, respire, sense, nutrients, excrete, reproduce and grow

#### Organ system



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

#### Organ



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

#### Tissue



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

#### Cell



The smallest functional unit of an organism

#### Mitochondria



Releases energy for the cell

#### Photosynthesis



Chemical reaction that makes food for plants

### FUTURE KNOWLEDGE

**Later in Year 6:**

- **Diet and Lifestyle**

**Later in KS3:**

**Biology : Cells and organisation**

Pupils should be taught about: Structure and function of living organisms

- cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
- the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- the similarities and differences between plant and animal cells
- the role of diffusion in the movement of materials in and between cells

### SCIENTIFIC ENQUIRY

**During years 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:**

- **Know how to set up an enquiry-based investigation e.g. What is the relationship between oxygen and blood?**
- **Label a diagram of the digestive and circulatory system**
- **Record information about the muscles and stomach data using:**
  - ⇒ **Tables**
  - ⇒ **Diagrams**
- **Use a microscope to look at cells**
- **Present my findings in a diagram/report.**