



YEAR 6

CURRICULUM LEAFLET

CREATE—SUMMER 2

GLOBAL GOALS: *Create*



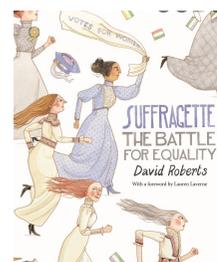
READING

Children will begin to read *Suffragette: The Battle for Equality* by David Roberts; *HerStory: 50 Women and Girls Who Shook the World* by Katherine Halligan. 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.



WRITING

Using *Suffragette: The Battle for Equality* by David Roberts. Children will explore issues surrounding equality of women through 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 do a person's beliefs influence their actions?***



PSHE: Children will learn about Economic wellbeing, Identity and Transition

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.

Outdoors: Volleyball and Athletic



Computing: Children will learn about programming: Intro to Python

SPANISH/MUSIC

Spanish:

Consolidation, revision, creative fun, ***Project Piñata***

Music: This term the children will on ***Song writing 2*** and rehearsing for our ***Year 6 production!***



ART/ DT

Art: Whole Art School Project

Children will be exploring different techniques to be used with materials which can then be applied to any project. They will also begin to use their skills to create props for their Year 6 production.

DT: Digital World: Navigating the World

Children program a navigation tool to produce a multifunctional device for trekkers. They combine 3D objects to form a complete product in CAD 3D modelling software. The unit accumulates with a pitch to share and 'sell' the children's final product concepts and programs to the Adventure Awaits company guest panel.



PRIOR KNOWLEDGE

Previously in Year 3:

- **Geography**—Water, Weather and Climate

Previously in Year 5:

- **Literacy** —Trash by Andy Mulligan

Previously in Year 6:

- **Geography**—Population

NEW KNOWLEDGE

During this unit, I will learn:

- What is globalisation?
- How has globalisation changed the way we communicate?
- How does globalisation affect trade?
- What does globalisation have to do with fashion?
- What does globalisation have to do with food?
- Where will globalisation lead us?

GEOGRAPHICAL SKILLS AND FIELDWORK

During this unit, I will learn:

- Name and locate counties and cities of the United Kingdom.
- Geographical regions and their identifying human and physical characteristics.
- To understand how the weather climate have changed over time



KEY IDEAS AND VOCABULARY

Globalisation is the increasing connections between places and people across the planet, established through trade, politics and cultural exchanges, and helped by technology and transport.

Imports	Bringing goods or services out of a country to another country.
Exports	Taking goods or services out of a country to another country.
Trade	Buying and selling goods or services.
International trade	Buying or selling goods or services from a different country.
Politics	The activities associated with the governance of a country or area.
Culture	The ideas, customs and traditions of a people group.
Cultural	Relating to culture.
Technology	Machinery and devices developed from scientific knowledge.
Economy	The financial system of a country.
Economic	Relating to the economy.
Unsustainable	Not able to continue in the same way.
GDP	Gross Domestic Product: the total value of goods and services provided in a country during one year. Richer countries have a higher GDP than poorer countries.
Revenue	Money that is made or money that is coming in to the country or company .
TNC	Transnational corporation: a company that operates in two or more countries.

FUTURE KNOWLEDGE

Later in Year KS3 (Secondary School):

Human geography relating to:

- population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources





PRIOR KNOWLEDGE

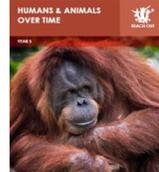
Previously in Year : In the previous years children will have learned about

Year 1 – Living things

Year 2 – Human lifestyle

Year 4 - Human anatomy

Year 5 - Humans and animals over time



NEW KNOWLEDGE

During this unit, I will learn:

- What are the key parts of a healthy diet?
- Why do people with different lifestyles need different diets?
- What effect does exercise have on the muscles?
- What happens to the circulatory system during exercise?
- What are medicinal drugs?
- What are nicotine and alcohol?

KEY IDEAS AND VOCABULARY

During this unit, pupils will explore the key parts of a healthy diet and lifestyle. They will also explore what happens to the circulatory system during exercise. Finally, pupils will learn about medicinal drugs, nicotine and alcohol and what effect this has on the body.

Seven nutrients	Carbohydrates, protein, fat, minerals, vitamins, fibre and water
Healthy diet	Balance of seven nutrients
Nutritional deficiency	Not enough of a nutrient in your diet
Circulatory system	The heart, the blood and the blood vessels
Drug	Chemical that has an effect on the body
Medicine	A drug used to treat illness
Addictive	You feel you can not stop using something
Symptoms	How an illness makes you feel
Alcohol	An addictive drug in beer in wine
Nicotine	An addictive drug in cigarettes

SCIENTIFIC ENQUIRY

During this unit, I will learn the following practical skills:

- Know which type of investigation is needed to suit a particular scientific enquiry e.g.
- Looking at the relationship between pulse and exercise
- 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
- Take repeated measurements when appropriate.
- Draw conclusions from my results and describe causal relationships in results.

FUTURE KNOWLEDGE

Later in Year KS2 (Secondary School):

Subject content – Biology

Pupils should be taught about:

Structure and function of living organisms

Health:

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.