

# Year 6

# Shine Brightly Curriculum

## Summer 2024

### Overview of the summer term curriculum

Art	Computing	DT	French	Geography	History	Music
<p>Focus: Sculpture (clay)</p> <p>Enquiry Question: What is the most effective way to make a vessel?</p>	<p>Focus: Spreadsheets (Excel)</p>	<p>Focus: Renewables</p> <p>Enquiry question: How can you exploit the sun's energy?</p>	<p>Focus: What is the date?</p> <p>Focus: My home</p>	<p>Focus: Human Geography</p> <p>Enquiry question: Who makes my clothes?</p>	<p>Focus: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Enquiry question: How has the Civil Rights Movement impacted society today?</p>	<p>Focus: Composing</p> <p>Enquiry question: Can you create a piece of music with more than one part?</p>
PE	PSHE	RE	Science	Reading	Writing	Maths
<p>Focus: Dance</p> <p>Focus: Athletics</p>	<p>Focus: Relationships</p> <p>Focus: Changing me</p>	<p>Focus: Islam</p> <p>Enquiry question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Focus: Living things and their habitats.</p> <p>Focus: Evolution and Inheritance</p>	<p>Fiction: The Blitz Bus Romeo and Juliet</p> <p>Non-Fiction: The Island at the End of Everything</p> <p>Poetry: What are we fighting for?</p>	<p>Fiction: War Horse Macbeth</p> <p>Non-Fiction: Who is Macbeth</p> <p>Poetry: Short burst writing</p>	<p>Statistics</p> <p>Geometry – Shape</p> <p>Geometry – Position and direction</p> <p>Themed projects</p> <p>Consolidation</p> <p>Problem solving</p>

As artists in Year 6, we are learning:

# Art

Term: Summer

Focus: Sculpture (clay)

As artists, we are learning to understand what a sculpture is and investigate materials that can be used to sculpt with.

As artists, we are learning to question and make thoughtful observations about why and how sculptors and others work to improve the quality of an environment.

As artists, we are learning to record from first-hand observation.

As artists, we are learning to investigate and combine visual and tactile qualities of materials and processes and develop control of tools and techniques.

As artists, we are learning to compare ideas, methods and approaches in our own and others' work and adapt our work accordingly.

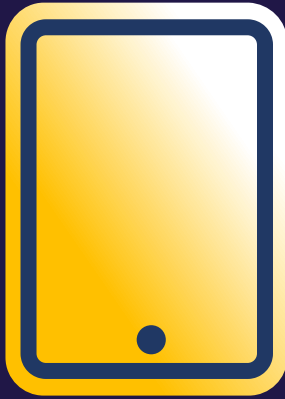
**Composite:** To build a small-scale sculpture from our designs.

As technologists in Year 6, we are learning:

# Computing

Term: Summer

Focus: Spreadsheets (Excel)



As technologists, we know what a spreadsheet looks like. We can navigate and enter data into cells.

As technologists, we will introduce some basic data formulae in Excel. We can demonstrate how the use of Excel can save time and effort when performing calculations.

As technologists, we will use a spreadsheet to model a situation.

As technologists, we can demonstrate how Excel can make complex data clear by manipulating the way it is presented.

As technologists, we will use formulae for percentages, averages, max and min in spreadsheets

As technologists, we will create a variety of graphs in Excel.

**Composite:** To create and use to working spreadsheet to assist us with our fiver challenge



As design technologists in Year 6, we are learning:

# D.T

Term: Summer

Focus: Renewables

As designers, we are learning to research what solar energy is and what it is used for.

As designers, we are learning how to make and cook in a solar oven.

As designers, we are learning to research how photovoltaic cells make electricity.

As designers, we are learning to make a photovoltaic cell

As designers, we are learning to create a solar powered rover.

Composite: To evaluate the products created and pitch design ideas to peers

As linguists in Year 6, we are  
learning:

# French

Term: Summer (1)

Focus: What is the date?

As linguists, we are learning to recognise, recall and spell the seven days of the week in French.

As linguists, we are learning to recognise, recall and spell the twelve months of the year in French.

As linguists, we are learning to consolidate numbers 1-20 and to introduce numbers 21-31 in French.

As linguists, we are learning to consolidate all language taught so far in order to be able to say the date in French.

As linguists, we are learning how to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) in French.

As linguists, we are learning to revise all language taught so far and complete the end of unit assessment.

**Composite:** To complete the end of unit assessment.

As linguists in Year 6, we are  
learning:

# French

Term: Summer (2)

Focus: My home

As linguists, we are learning to say that they live in a house or apartment and will be given a choice of where their house or apartment is located. The key structure used is "J'habite..." (I live).

As linguists, we are learning to consolidate learning from the previous lesson and learn the nouns for five rooms in a house in French.

As linguists, we are learning to learn the nouns for five other rooms in the house and to consolidate the language taught so far.

As linguists, we are learning to Develop further linguistic progression by learning how to use the negative structure "Chez moi il n'y a pas de..."

As linguists, we are learning to put all previous learning into context through a role play activity.

As linguists, we are learning to revise all language covered so far and complete the assessment for the unit.

Composite: To complete the end of unit assessment.

As geographers in Year 6, we are learning:

# Geography



Term: Summer

Focus: Human Geography

As geographers, we are learning to explore natural and synthetic fibres and the origins of these.

As geographers, we are learning to investigate where clothes are made and how they arrive in our shops.

As geographers, we are learning to compare the geography of a range of clothes-producing nations.

As geographers, we are learning to understand how differing employment laws affects who makes my clothes.

As geographers, we are learning to understand the environmental impact on the manufacturing process in the clothing industry.

As geographers, we are learning to understand what power we have as consumers to make a positive change.

**Composite:** To write a letter to a large brand offering advice and expressing an opinion.

As historians in Year 6, we are learning:

# History



Term: Summer

Focus: How has the Civil Rights Movement impacted society today?

Golden thread: Changes in Society

As historians, we are learning to understand how WWII impacted The Civil Rights Movement.

As historians, we are learning to know about the significance of individuals during The Civil Rights Movement.

As historians, we are learning to understand how The Civil Rights Movement gained momentum: The Little Rock Nine & Freedom Riders.

As historians, we are discussing the impact of 'The March on Washington' and Martin Luther King Jr's 'I have a Dream' speech.

As historians, we are learning to understand the impact that the movement had on improving the lives of African Americans, changing legislation and laws: Civil Rights Act (1964); Voting Rights Act (1965); and Fair Housing Act (1968).

**Composite:** To write and present a speech that directly answers the enquiry question: How has The Civil Rights Movement impacted society today?





As musicians in Year 6, we are learning:

# Music

Term: Summer

Focus: Composing

As musicians, we are learning to create a piece of music with multiple sections.

As musicians, we are learning to use chord changes as part of an improvised sequence.

As musicians, we are learning to extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

As musicians, we are learning to plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale.

As musicians, we are learning to compose melodies made from pairs of phrases in either G major or E minor.

As musicians, we are learning to enhance our melodies with rhythmic or chordal accompaniment.

**Composite:** To create a piece of music with more than one part.



As sports people in Year 6, we are learning:

P.E

Term: Summer

Focus: Dance

As sports people, we are learning to reflect on our previous learning.

As sports people, we are learning to apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences.

As sports people, we are learning to develop flexibility, strength, control and balance.

As sports people, we are learning to share ideas and be considerate of others when choreographing a sequence.

As sports people, we are learning to learn and practise dances using a range of movement patterns.

As sports people, we are learning to perform a dance with skill and accuracy.

Composite: To practise and perform a dance to an audience.



As sports people in Year 6, we are learning:

P.E

Term: Summer

Focus: Athletics

As sports people, we are learning to understand pace and applying different speeds to appropriate distances.

As sports people, we are learning to develop techniques and fluency in relay changeovers.

As sports people, we are learning to develop running, jumping, throwing and catching in isolation and in combination.

As sports people, we are learning to develop an understanding of how to improve in different physical activities and to evaluate our own success.

As sports people, we are learning to develop flexibility, strength, technique, control and balance.

As sports people, we are learning to compare our performances with previous ones and demonstrate improvement to achieve their personal best.

**Composite:** To complete in a whole school athletics competition.



As sports people in Year 6, we are learning:

P.E

Term: Summer

Focus: Cricket

As sports people, we are learning to develop throwing accuracy and catching skills.

As sports people, we are learning to develop underarm bowling accuracy.

As sports people, we are learning to use a wide range of fielding skills with increasing control under pressure.

As sports people, we are learning to use the rules of the game consistently to play fairly.

As sports people, we are learning to use defensive and driving hitting techniques.

As sports people, we are learning to understand the need for tactics and can identify when to use them.

**Composite:** To play a competitive match of cricket.



As successful citizens in Year 6, we are learning:

# PSHE

Term: Summer

Focus: Relationships

- As successful citizens, we are learning that it is important to take care of our own mental health.
- As successful citizens, we are learning ways that we can take care of our own mental health.
- As successful citizens, we are learning the stages of grief and that there are different types of loss that can cause people to grieve.
- As successful citizens, we are learning that sometimes people can try to gain power or control over other people.
- As successful citizens, we are learning about some of the dangers of being online.
- As successful citizens, we are learning how to use technology safely.

**Composite:** To create an information leaflet about how to stay safe online.



As successful citizens in Year 6, we  
are learning:

# PSHE

Term: Summer

Focus: Changing Me

As successful citizens, we are learning to reflect on our prior knowledge.

As successful citizens, we are learning how girls' and boys' bodies change during puberty.

As successful citizens, we are learning how a baby develops from conception to birth.

As successful citizens, we are learning how being physically attracted to someone changes the nature of the relationship.

As successful citizens, we are learning the importance of self-esteem and what we can do to develop it.

As successful citizens, we are learning to reflect on what we are looking forward to and worried about when thinking about transitioning to secondary school.

**Composite:** To write a reflection on our worries and hopes about the future.



As theologians in Year 6, we are learning:

# R.E

Term: Summer

Focus: Does belief in Akhirah (life after death) help Muslims lead good lives?

As theologians, we are learning about Akhirah (life after death).

As theologians, we are learning that Jihad is defined as a personal struggle against evil.

As theologians, we are learning about the actions Muslims take to do the right thing.

As theologians, we are learning about the history of different interpretations of the word 'Jihad'.

As theologians, we are learning what the term 'just' means in the context of war.

As theologians, we are learning what a holy war is.

**Composite:** To reflect on what issues are important to our lives and consider how far we would go to defend our beliefs.



As scientists in Year 6, we are learning:

# Science

Term: Summer

Focus: Living things and their habitats.

As scientists, we are learning to explore our previous knowledge of living things.

As scientists, we are learning about ecosystems.

As scientists, we are learning to understand why we classify living things.

As scientists, we are learning to classify living things.

As scientists, we are learning about the Linnean system.

As scientists, we are learning how micro-organisms can be helpful in the way we live today.

**Composite:** To write a non-chronological report explaining the purpose and processes of classification.



As scientists in Year 6, we are learning:

# Science



Term: Summer

Focus: Evolution and Inheritance

As scientists, we are learning to explore our previous knowledge of evolution.

As scientists, we are learning about how we got our features and characteristics.

As scientists, we are learning about the scientific evidence for evolution.

As scientists, we are learning how animals have evolved to survive.

As scientists, we are learning how animals have evolved using camouflage.

As scientists, we are learning how animals are suited to their habitats.

Composite: To create a plant or animal that could survive a catastrophic event to end the world.