

YEAR 6 Summer Term

Key question: How do natural disasters impact on human and physical geography?

<u>Geography Focus: Natural Disasters</u> <u>Knowledge</u> • To know that the world is separated into tectonic plates • To identify the different layers of the earth • To know the causes of earthquakes and volcanoes and its impact on human and physical geography • To know the causes of storms, droughts, flooding and forest fires and their impact on human and physical geography • To identify ways humans help to reduce the risk of natural hazards • To identify the differences in the consequences and responses in LEDCs and MEDCs	<u>History Focus: Natural Disaster Case Studies</u> <u>Knowledge</u> • To investigate the consequence of natural disasters via case studies	<u>Science Focus: Light and Electricity</u> • To recognise that light appears to travel in straight lines • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • To use recognised symbols when representing a simple circuit in a diagram
<u>Key vocabulary</u> plate, earthquake, hurricane, tsunami, cyclone, volcano (dormant, extinct, active, shield, composite), flood, forest fire, inner core, outer core, mantle, crust, magma, lava, pyroclastic flow, plate boundary (destructive, constructive, conservative), LEDC, MEDC	<u>Key vocabulary</u> case study	<u>Key vocabulary</u> Lens, translucent, transparent, opaque, reflection, prism, refraction, convex, concave, shadow Circuit, cell, current, component, voltage, series circuit, battery, buzzer, bulb,

<u>English Focus: Fantastic, Funny, Frightening, William Shakespeare Knowledge</u> • To study the short stories in Fantastic, Funny, Frightening and learn about genre • To write narrative and non-narrative inspired by Fantastic, Funny, Frightening • To learn about William Shakespeare • To study the play 'A Midsummer Night's Dream • Consolidation in preparation for Year 7	<u>Design and Technology Focus: The Steady Hand Game Knowledge</u> • To understand and use electrical systems in a product • To design a product aimed at a particular group of people • To evaluate a product against the design criteria <u>Enterprise</u> • To design and create products to sell to primary school children	<u>Computing Focus: Web page creation and spreadsheets Knowledge</u> • To know what a variable is and link to real world examples • To be able to design and make a project using variables • To be able to enhance an existing game using variables • To be able to design an algorithm to create a game • To be able to implement an algorithm as code • To learn about the input and output functions of a micro bit • To explore how, if, then, and else statements are used within a program • To be able to use buttons to change the value of a variable • To be able to design a micro bit based step counter • To be able to test and debug a code • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
<u>Key vocabulary</u> * <i>Grammar focus</i>	<u>Key vocabulary</u> Circuit, conductor, insulator, design, evaluate, product, audience	<u>Key vocabulary</u> Variables, code, algorithm, micro bit, debug

<u>RE Focus:</u> <u>Knowledge</u> - To learn about Pentecost and how it is celebrated differently around the world - To learn about Ramadan - To learn about Hajj including the significance of Hajj and the rites within it - To discuss the Big Question: What is truth? Should we always accept what we are told? - To discuss the Big Question: What is meant by Religious faith?	<u>Music Focus: Musical Theatre</u> <u>Knowledge</u> - To be able to perform, listen to, review and evaluate music from different musical productions - To understand how actors use voice and body to tell a story - To look at all elements of musical theatre and how they contribute to performing a show - To be able to perform songs with confidence and expression	<u>Maths Focus:</u> <u>Knowledge</u> Following the White Rose and adapted to each group - Shape - Geometry (Position and direction) - Themed projects - Career links - Consolidation in preparation for Year 7
<u>Key vocabulary</u> Festival, celebration, Pentecost, Ramadan, faith, truth, fasting, Hajj, rites	<u>Key vocabulary</u> musical theatre, voice, expression	<u>Key vocabulary</u> 3D, 2D, quadrilateral, angles, protractor, net, quadrant, translation, reflection
<u>Physical Education Focus: Handball, Dance, ParaSports and Hockey</u> <u>Knowledge</u> <u>Handball</u> - To develop a variety of handball passes - To use stepping, dribbling and passing to create space, move towards goal and away from defenders - To use defending to stop an opponent from scoring - To select an appropriate attacking tactic to score goals - To be able to gain and maintain possession under pressure. <u>Dance</u> - be able to copy and repeat a set dance phrase - To work collaboratively with a partner - To be able to use changes in level and speed when choreographing - To copy and create actions using a prop - To select actions and dynamics to convey different characters - To communicate a story through dance <u>ParaSports</u> - To learn about Boccia, Seated Volleyball and New Age Kurling <u>Hockey</u>	<u>Art and Design Focus: Diversity art</u> - To learn about Xavier Leopold - Understand the influences Xavier Leopold had when creating his art - Explore issues of social justice using Xavi art as inspiration - Understanding how a range of mediums can be used to create art work - To learn about Jacob Lawrence - Understand the influences Jacob Lawrence had when creating his art - Compare and contrast various artistic styles	<u>Languages – French Focus:</u> <u>The Vikings</u> <u>Knowledge</u> - To decode unfamiliar and more complex language using my knowledge of cognates and history. - To describe myself and others physically in terms of height using the verb 'être' (to be). - To describe myself and others physically in terms of hair colour and type using the verb 'avoir' (to have). - To describe myself by eye colour using the verb 'avoir' (to have). - To describe a Viking's typical daily routine using time phrases. <u>Me in the World</u> <u>Knowledge</u>

• To be able to dribble past a defender • To be able to send the ball using a push pass • To be able to receive the ball with control • To be able to move into space to support a team mate • To be able to complete a block tackle and a jab tackle		• To describe more about the 4 characters in the unit and the Francophone world. • To describe more about the different celebrations celebrated in the Francophone world. • To describe more about 2 different religious celebrations celebrated in the Francophone world. • To improve my cultural awareness of Paris in France and Port-au-Prince in Haiti. • To describe how the 4 characters are more responsible global citizens by doing more to protect the planet.
<u>Key vocabulary</u> stepping, dribbling, passing, defending, attacking, Boccia, Kurling, dynamics, level, speed, choreography, block tackle, jab tackle	<u>Key vocabulary</u> Abstract, cubism, migration, Xavier Leopold, Jacob Lawrence	<u>Key vocabulary</u> J'ai les yeux bleus. I have blue eyes J'ai les cheveux blonds. I have blond hair. J'ai les cheveux courts. I have short hair. Je suis... I am... grand/grande tall petit/petite short fort/forte strong Je me lève. I get up. Je mange. I eat. Je combats. I fight

		Ma fête préférée est le 14 juillet. My favourite festival is the 14th of July (Bastille Day), Ma fête préférée est Noël. My favourite festival is Christmas. Il y a des feux d'artifice. There are fireworks. Il y a des plats spéciaux. There are special dishes. Qu'est-ce que tu vas faire pour protéger notre planète ? What are you going to do to protect our planet? Je vais utiliser moins de plastique. I am going to use less plastic.
--	--	--

PSHE – Rights and Responsibilities

- Fake book Friends

Being Myself

- What's the risk? (2)
- I look great!
- Media Manipulation

Growing and Changing

- Making babies*
- Is this normal?