

Year 6 Curriculum – Summer Term Overview

<p style="text-align: center;">Religious Education 1 Judaism: Part 2: Jewish Life</p> <p>Jewish home and their daily rituals. Rituals of prayer and the religious garments worn during various celebrations. The importance of reciting the Shema, as the centrepiece of their morning and evening prayer, which will shape their daily conduct and the importance of the Torah in providing rules.</p> <p>Assessment Questions: Why are the home and synagogue equally important in Jewish life?</p> <p>Key Questions How does the Shema tell Jews to keep their religion alive? How does life change for a Jew after their Bar/Bat Mitzvah?</p> <p>Vocabulary: Mezuzah, Kashrut, Torah, hospitality, Shema, prayer, Philacteries, Tallit, Kippah, Bar/Bat Mitzvah, Tzitzit</p>	<p style="text-align: center;">History</p> <p>How has War been a catalyst for social change? In what ways has our society been shaped and formed in the post war period? Assessment Question · How has (entre focus here) impacted on society and Government and changed the way in which we live our lives today? Case study into the impact of World War 2 on society through · Women's Roles · Commonwealth (moving from fall of Empire (Yr5) voluntary instead of imposed) · Windrush and Immigration · Welfare State/NHS Key Questions that could be used to structure lessons towards answering the Assessment Question. · Why was society affected and changed in post war Britain? · What was (enter focus here) and what can we learn from this time to guide us today?</p> <p>What makes a civilised society? Assessment Question · What makes a civilisation? · What does it mean to be civilised? Key Questions · What do we know about civilisations and society? o Looking back at into previous topics · Are all civilisations the same? · How is our society civilised? · What are the challenges towards civilisation that we face in recent? o Topics for debate (choose up to 2) § Holocaust / concentrate camps (key link – LTE terrible things) § Refugees § Terrorism § Rasims/ Black Lives Matter Please note you do not need to cover them all, you may also pick something in the news this year.</p> <p>Vocabulary : Post War Land Army Commonwealth Windrush Migration Immigration Democracy National Health Service Welfare State Society Governance Equality Equity</p>	<p style="text-align: center;">Religious Education 2 Understanding Faith in RBG.</p> <p>This is an opportunity for the class teacher and children to collaboratively decide and explore a faith that reflects the peers in their current class. This will enable them to follow their own lines of enquiry and apply previous learning and skills addressed in our curriculum.</p> <p>Assessment Question How has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough?</p> <p>Key questions · What can we discover about the faiths and beliefs in our class and school? · What can we discover about the faiths and beliefs in the local community and Greenwich? How have faith and belief communities in Greenwich changed over the past 50 years? What are the reasons for changes in these communities in Greenwich?</p> <p>Vocabulary: broader community, enriched, diversity, values, commitments, meaning, purpose, truth, identify, belonging enquiry</p>
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<p style="text-align: center;">Computing Computer Science</p> <p>Key Questions: What are the similarities of using text-based coding languages and visual programming? (i.e. Python and Swift) What programming techniques could you use to debug a program?</p> <p>Vocabulary: Design, algorithm, pseudocode, text based coding, decomposition, program, function, while loop, conditional code, Boolean, logical, operator</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Human and physical geography: the 'Great Pacific Garbage Patch'</p> <p>Drawing upon understanding of human impact on the world : climate change and pollution.</p> <p>Key questions: How has the 'Great Pacific Garbage Patch' formed and what are we doing about it? How do humans effect the planet we live on? What is climate change? What causes climate change? How does climate change effect the planet? How does climate change effect people? How are people coping with climate change? How can we prevent climate change? What is the world doing about ocean's plastic? (locally and globally)</p> <p>Vocabulary: Fossil fuels, sea-level, extinct, plastic waste, Great Pacific Garbage Patch, Gyre</p>
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<p style="text-align: center;">RHE</p> <p>Relationships Different relationships, changing and growing, adulthood, independence</p>	<p style="text-align: center;">MFL</p> <p style="text-align: center;">Sport and Conversations</p> <p>Key Focus: Forms of transport, Ask and talk about where you're going and how you get there, Planning a trip, Buying tickets</p> <p>Key Questions: Can you identify differences and similarities between French and English grammar? Can you count forwards and backwards from any number up to 80? Can you ask and solve simple mathematical equations in French?</p>	<p style="text-align: center;">Physical Education Cricket</p> <p>Demonstrate different batting techniques and consistently strike a moving ball.</p>
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<p>, moving to secondary school</p> <p>Key Question: How do friendships change as we grow?</p> <p>Including – Puberty, reproduction, starting a family, babies and conception, becoming more independent, changings friends ships, managing change to secondary school, other changes including loss, separation, divorce and bereavement</p>	<p>Can you discuss your contrasting likes, dislikes with a peer and report back to a third party? Can you identify differences and similarities between French and English grammar? Can you record a partner's daily routines with the correct times/order? Can children role play the purchase of a train ticket? Can children debate their sporting preferences? Can children plan a holiday? Can you role play the purchase of a train ticket?</p> <p>Vocabulary: Ask and talk about regular activities Say what you do and don't do (using negatives) Je joue, je regarde, je parle, j'écoute. Je ne joue pas..., je ne regarde pas... Pourquoi... ? Parce que... Ask and say what other people do Qu'est-ce que tu préfères ? Est-ce que tu aimes faire/écouter/ jouer/regarder... ? Il/elle joue/fait. Talk about what you like/dislike doing J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport Opinions about clothing Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s). Pourquoi... ? Parce que... Ask and talk about prices (including numbers 60-80) C'est combien? Ça coûte [soixante-douze] euros (Numbers 60- 80: Looking for patterns e.g., soixante, soixante-dix, soixante-onze, soixante-treize, soixante-quatorze, soixante quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingt), plus, moins,, diviser par, font, égale Ask and talk about daily routine, using times Ma journée. À... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq ... Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche Ask for food in a café Est-ce que je peux avoir... ? Je voudrais... s'il vous plaît, je prends, un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille, le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwichs au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille. Talk about details of a typical day Qu'est-ce que tu prends au petit déjeuner ? Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine. Normalement, d'abord, ensuite, enfin, après l'école... Forms of transport Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau Ask and talk about where you're going and how you get there Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau. D'abord... ensuite... enfin... Planning a trip Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre</p>	<p>Apply fundamental movement skills, of throwing, catching, rolling and stopping to fielding drills. Identify correct technique to perform an overarm bowl. Apply skills to a range of competitive cricket formats.</p> <p>Physical Education Athletics</p> <p>Children continue to master fundamental movement skills through running, jumping and throwing in athletics events. Children are refining specific movements to enhance athletics performance and demonstrating correct techniques to improve performance. Children will start to specialise in track or field events and start to find preference or best performance in certain events. Children can analyse strengths and weakness in own performances and use this to improve.</p>	
<p>Music</p> <p>Rhythm Key Questions: What is a polyrhythm? Vocabulary: Polyrhythms Composition Improvisation Notation Melody/Use of Voice Key Questions: What is a counter-melody? What effect does a counter melody have on the overall melody of a piece? Vocabulary: 2-part singing 3-part singing Counter melody Solo Duet Ensemble Listening and Appraising Key Questions: Why is it important to have dynamics in music? Vocabulary: tone, dynamics, sombre Tone Dynamics Sombre Crescendo Legato Staccato History Key Questions:</p>	<p>Science</p> <p>Evolution and Adaptation</p> <p>Key Questions: What is the evidence for evolution? Are we still evolving? Vocabulary: Evolution, environment, adaptation, variation, inheritance, species Scientific working procedural knowledge: Observe, Predict, Experiment, Conclude, Apply</p>	<p>Living Things and their Habitats</p> <p>Key Questions: Why do scientists need to classify? What criteria can we use to classify? Vocabulary: insects, spiders, micro-organisms, arachnid, mollusk, crustacean, fungus Scientific working procedural knowledge: Observe, Predict, Experiment, Conclude, Apply</p>	<p>Art</p> <p>Faith Ringold (Artist and author) Stimulus 'Tar Beach' Final outcome design own page – flying over the roof of my community</p> <p>Know about: · Faith Ringgold And understand the historical and cultural development of their art forms. Drawing Observational drawing. Refine drawings skills using a range of media. Painting Colour wheel mixing using different shades showing subtle differences- hues, tints, shades and tone (paint swatches)</p> <p>Key Questions:</p>

How can music be used to understand periods of historical significance? EG reflect the time/environment in which it was created?

Vocabulary: Society Propaganda Culture

Composing

Key Questions:

Why is it important to have dynamics in music?

Vocabulary: Fanfare

Performance

Key Questions:

What are the most important elements of performance that you have learned?

Vocabulary: Solo, group, performance, ensembles, improvisation

How would you develop ideas further?

Can you annotate your finished piece? Is this what you intended?

What did you find difficult?

Can you identify positive and negative space in this drawing?

How and why have complimentary colours been used in this work?

Which colours will you choose?

Vocabulary: Primary Secondary tertiary hues tint shade tone complimentary proportion maquette negative space positive space