

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: What is a Mezuzah? Why is Kosher important to Jewish people? How does the Shema tell Jews to keep their religion alive? How often is the Shema said? How does life change for a Jew after their Bar/Bat Mitzvah?</p> <p>Vocabulary: Mezuzah, Kashrut, Torah, Shema prayer, Philacteries, Tallit, Kippah, Bar/Bat Mitzvah, Tzitzit, hospitality</p>	<p style="text-align: center;">History British History Beyond 1066 – Post World War One and Two,</p> <p>A deep study of an aspect or theme in British history that extends pupils' chorological knowledge beyond 1066 and allows them to discuss: How has Windrush immigration impacted on society and government and changed the way in which we live our lives today?</p> <p>Assessment Questions: How did the commonwealth change after the war? What impact did Windrush and immigration have on society and the government?</p> <p>Key Questions: What is the Commonwealth and how did it impact on society and the government? Why was the commonwealth created? What is the difference and similarities between the British Empire and the Commonwealth? Could we have won WW2 without help from soldiers from the Commonwealth? How did WW2 drive social change? What impact did WW2 have on Britain? What is the Windrush? Why did so may people emigrate from Caribbean countries after WW2? What is the Bristol Bus Boycott?</p> <p>Vocabulary: British Empire, British Nationality Act, Commonwealth, Empire, Immigration, Emigration, Windrush, Historical enquiry</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 do you believe? Where do you think these beliefs come from? 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? Does the broader community link people of faith and belief with those who have no religious faith? How do faith groups work in partnership with each other and the local community? Do people from the same faith do things differently because of their family's link to other countries?</p> <p>Vocabulary: broader community ,enriched, diversity ,values , commitments ,meaning, purpose, truth, identify, belonging enquiry</p>
<p style="text-align: center;">Computing Computer Science</p> <p>Assessment Questions: What are the similarities of using text-based coding languages and visual programming? (i.e. Python and Swift) Key Questions: What programming techniques could you use to debug a program?</p> <p>Online safety – What are the different types of online scams?</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 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>Assessment 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?</p> <p>Key questions: 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: Biodegradable waste, climate change, deforestation, environment, impact, fossil fuels, sea-level, extinct, plastic waste, Great Pacific Garbage Patch, Gyre, microplastic, prevention</p>	
RHE	MFL	
		Physical Education

<p>Relationships</p> <p>Different relationships, changing and growing, adulthood, independence, and moving to secondary school.</p> <p>Including – Puberty, reproduction, starting a family, babies and conception, becoming more independent, changing friends, managing change to secondary school, other changes, including loss, separation, divorce and bereavement</p> <p>Key Questions: How do friendships change as we grow? What are different relationships? What do we mean by healthy and unhealthy relationships? What are the qualities of a good friend? What is the difference between being friends and dating?</p>	<p>Food and Prices</p> <p>Key Focus: Look at patterns in numbers up to 100. Read a French menu and discuss likes and dislikes. Say how much something costs and discuss prices.</p> <p>Assessment Question: Can you order food in a café? Can you say the prices of different items?</p> <p>Key Questions: Can you order food and read a French menu? Can you discuss preferences? Can you say the prices of different items?</p> <p>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: <i>Your food likes and dislikes.</i> Je voudrais... s'il vous plaît, J'aime, J' n'aime pas, J'adore, je preferer, je deteste...</p> <p><i>Ask for food in a café:</i> Est-ce que je peux avoir...? 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</p> <p>Money: C'est combien? Ça coûte [soixante-douze] euros C'est cher Ce n'est pas cher C'est un bon prix plus, moins, diviser par, font, égale</p>	<p>Journeys</p> <p>Key focus: Describe travelling via different modes of transport. Role-play buying a train ticket. Discuss prices and change received.</p> <p>Assessment Question: Can you perform of a short, original playscript involving buying a train ticket.</p> <p>Key Questions: Can you name different modes of transport? Can you ask for a ticket and say where you are going?</p> <p>Vocabulary: <i>Forms of transport:</i> Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau</p> <p><i>Ask and talk about where you're going and how you get there:</i> 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><i>Ask and talk about prices (including numbers 60-80)</i> 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</p>	<p>Cricket</p> <p>Demonstrate different batting techniques and consistently strike a moving ball. Apply fundamental movement skills, of throwing, catching, rolling and stopping to fielding drills. Identify the 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 weaknesses in their own performances and use this to improve.</p>
Music	Science	Art	

<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: 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</p> <p>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</p>	<p>Living Things and their Habitats - Evolution and inheritance</p> <p>Assessment Questions: How have living things changed over time? What is the evidence for evolution?</p> <p>Key Questions: How and why do animals and plants adapt to their environment? What is Charles Darwin's theory of evolution? Why are fossils important? What is inheritance? What is the evidence for evolution? Are we still evolving?</p> <p>Vocabulary: Evolution, environment, adaptation, variation, inheritance, species</p> <p>Scientific working procedural knowledge: Observe, Predict, Experiment, Conclude, Apply</p>	<p>Living Things and their Habitats Micro-Organisms Classification, Evolution and Adaptation</p> <p>Assessment Questions: How do scientists use observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods?</p> <p>Key Questions: Why do scientists need to classify? How are living things classified? What criteria can we use to classify? Are we still evolving? What is a micro-organism?</p> <p>Vocabulary: insects, spiders, micro-organisms, arachnid, mollusk, crustacean, fungus</p> <p>Scientific working procedural knowledge: Observe, Predict, Experiment, Conclude, Apply</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 drawing skills using a range of media. Painting - Colour wheel mixing using different shades showing subtle differences - hues, tints, shades and tones (paint swatches)</p> <p>Key Questions: 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 spaces in this drawing? How and why have complimentary colours been used in this work? Which colours will you choose?</p> <p>Vocabulary: primary, secondary, tertiary hues, tint, shade tone, complimentary, proportion</p>
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