

<p style="text-align: center;"><u>English</u></p> <p>Class novel – The Boy in the Striped Pyjamas</p> <p>Children will read the novel as a class and write a diary entry and a letter as characters from the book bringing together all the elements we have practised in class.</p> <p>Debate</p> <p>Children will consider the question of whether CCTV cameras should or should not be installed in all classrooms in the UK. They will learn how to listen to others' points of view with respect and form a balanced argument to offer both points of view</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Statistics</p> <p>Children will learn to read, interpret and draw line graphs before solving problems using these skills. They will move on to pie charts and will learn to read, interpret and draw these before progressing their skills to find the mean.</p> <p>Properties of shape</p> <p>Children will revisit how to use a protractor to measure angles as well as finding missing angles in various shapes namely triangles, regular polygons and special quadrilaterals before moving on to drawing 3D nets of shapes.</p>		<p style="text-align: center;"><u>Science</u></p> <p>Light</p> <p>This unit explores key light phenomena, these are centred around transparencies, lenses and coloured light. Some of these concepts can be challenging due to their abstract nature, so it helps to keep referring to ray diagrams that show how the light rays are travelling. This unit is structured so that a concept is taught, then followed by the emergent phenomenon. For example, we will firstly discuss materials of different transparencies which is then followed by a lesson on shadows i.e the emergent phenomenon of when light hits an opaque object.</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Big Data 2</p> <p>Children will learn the difference between mobile data and WiFi and how data is transferred. They will use their understanding of big data to design their own smart school.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>The UK</p> <p>Children draw upon their knowledge of the UK and how places have evolved to identify and describe the main physical and human features of the UK and begin to appreciate similarities and differences in people's views of the UK. Through fieldwork, children describe and begin to explain some of the impacts of international influences on the locality and look at migration.</p>
<p style="text-align: center;"><u>Music</u></p> <p>Music and me!</p> <p>This unit focuses on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. Children can build up their experience by writing their own music. Throughout this series, the children will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p>	<p style="text-align: center;"><u>Art</u></p> <p>Still life</p> <p>In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.</p>	<p style="text-align: center;"><u>Spanish</u></p> <p>Café culture & restaurants</p> <p>In these lessons children will use transactional language to order a meal and issue instructions to make a snack. This unit will focus on consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud.</p>	<p style="text-align: center;"><u>RE</u></p> <p>What matters most to Christians and to Humanists?</p> <p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a nonreligious way of life means, both similar to and different from Christianity.</p>	<p style="text-align: center;"><u>PE</u></p> <p>Health related fitness</p> <p><u>Games</u></p> <p>Cricket</p>	<p style="text-align: center;"><u>Citizenship/PHSE</u></p> <p>Challenging stereotypes / knife crime</p> <p>In these lessons pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and how to challenge these. These lessons explore knife crime in the news and tries to put frightening headlines into perspective. It also explains what the law says about carrying knives and gives tips on how children can keep themselves, and others, safe and stand up to peer pressure.</p>

Curriculum covered in Year 6 Summer 1 Half Term 2022