

YEAR 6 SUMMER TERM

The Big Question: Do we live in a fair society?

Trip: International Slavery Museum, London & York

Class Reader: Ruth and the Green Book & Now can you see me?

Creative	MATHS Throughout the Summer Term, we will be covering the following areas: <ul style="list-style-type: none">• Place value including decimal places• Addition and Subtraction• Multiplication and Division• Geometry - 2D and 3D shape• Fractions, Percentages and Decimals• Geometry - Angles• Measurement - Length, Perimeter and Mass• Measurement - Area and Volume The aim is to cover the teach nit multiple times over the course of the year to keep understanding and fluency fresh in pupil's minds.
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	RE Death - This term we are observing the various ways in which the different religions approach death. A lot of us are familiar with the Christian belief that our souls are judged on our actions on Earth and are then either accepted into Heaven or sent to Hell, but what do Jews believe? Is there a Hindu equivalent of Heaven? Do Muslims hold funerals for loved ones? Death is a very sensitive subject but an unavoidable one. What religions do offer is comfort in the faith that our souls continue long after our bodies are gone. This unit allows pupils to discuss their beliefs and others in a respectful environment.
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
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Wider World	
Economise	

Creative	ENGLISH Should A.I. Be Given Human Rights? - This unit specifically focuses on using both sides of an opinion to produce a balanced argument. The argument in this case is whether artificial intelligence deserves to be given human rights or something similar. Non-Chronological Report - With non-chronological reporting, Year 6 will be given the freedom to choose the topic they are reporting on. It must be something they have a solid knowledge of and a passion for. Pupils should include statistics and figures relevant to their subject and be as factual as possible. The Big Question - The final Big Question requires Year 6 to draw on their knowledge gained over the past term, facing the question - Do we live in a fair society?
Multiple perspectives	
Justify	
Debate	
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Creative	PSCHE Human Rights - We all have them, but we don't all know what they are. This term, Y6 will be looking at what human rights are, where they came from and what happens when they are violated. This unit links in very closely with our other subjects, in particular Geography and History. Pupils will then create their own personal human rights that they believe we all should have!
Multiple perspectives	
Justify	
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Creative	HISTORY The Civil Rights Movement - The final historical study this year will be on the Civil Rights Movement that gained massive traction in the US during the 1950s and 1960s. We will study the key events of the movement and highlight the key figures that pushed for equality for black people in the hopes of a fairer society. With current events on social matters seemingly in turmoil around the world, we will also be comparing the reactions and approaches that movements such as Black Lives Matter have with the Civil Rights Movement. As part of this topic, we will be challenging pupils to consider why inequality in race was so prevalent, especially in 1960s USA, and why there still seems to be a divide to this day.
Multiple perspectives	
Justify	
Debate	
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Creative	GEOGRAPHY Does Where We Are Born Really Matter? - This term in Geography, we are going to be studying how where a person is born in the world can affect their quality of life. Pupils will learn the differences between developed and developing countries and a few of the reasons why this might be the case. Pupils will conduct a self-created survey of local people to determine where they are originally from; whether they were born locally or have moved here from somewhere else in the country or even the world. We will also produce a piece of reflective writing which will explore what pupils imagine life to be like for a child in developing countries and what they think those children imagine our lives are like.
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
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Creative	SCIENCE
Multiple perspectives	<u>Human Circulatory System</u> -
Justify	This term we will be studying the amazing process that keeps the blood pumping around our bodies - the circulatory system. We will explore the reasons why we need a circulatory system and create a living model on a massive scale!
Debate	We will also be conducting an experiment by altering the rate of our pulses to observe the effects of exercise and time on the rate.
Cause + Consequence	<u>Relationship and Sex Education</u> -
Share a Story	The last unit of science for the year will be studying reproduction and sexual relationships. The aim of this unit is to ensure our children have the education in place to form healthy relationships, when the time comes, as they move on to secondary school. We also offer a safe environment in which children can ask questions and receive suitable answers. All sessions are conducted with at least two members of staff.
Make Connections	
Wider World	
Economise	

Creative	PE
Multiple perspectives	<u>Long Distance Running and Ball Games</u> -
Justify	The final term in PE will consist of long distance and ball games, mixing individual endurance and co-operation to test pupil's skills.
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	MUSIC/MFL
Multiple perspectives	<u>Blues and Soul</u> -
Justify	Mrs. Holcroft will once again be providing a fantastic music education this term and will focus on blues and soul. This genre really ties in with the Civil Rights Movement and black culture as a whole - from its roots in slavery to its incorporation into almost all genres of music!
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
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Creative	ART
Multiple perspectives	<u>Design & Make</u> - Craftspeople
Justify	Children will know that artists who create furniture are often called craftspeople or designers. They will understand that furniture is more than just practical - designers and craftspeople often produce furniture which reflects the era or culture it is made in, or the personality of the maker.
Debate	Children will use their knowledge of line and form to draw and design a chair sculpture to express their personalities. They will combine their drawing and making skills to produce a final piece. Children will experiment with and manipulate the wire and other materials to create their sculpture.
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	DESIGN AND TECHNOLOGY
Multiple perspectives	<u>Set Design/Food Technology</u> - The Restaurant
Justify	This term, pupils will be challenged with creating a healthy 3-course meal, using local ingredients, that will be served in our end-of-year restaurant.
Debate	They will then learn the skills necessary to create a themed environment for the meal to be held. They will design props and décor based on their chosen theme, along with the graphic design of a company logo, invites and accompanying menu.
Cause + Consequence	Children will evaluate the success of the restaurant using feedback forms and the number of contributions given - then use the funds to plan their end-of-school celebration.
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	COMPUTING
Multiple perspectives	<u>Video Production</u> -
Justify	This is a great opportunity to build on pupil's current knowledge of media and how it can be produced. This unit will challenge the children to co-operate with their peers to create an advertisement for Vale Fest. They must discuss and develop ideas; storyboard their ideas prior to shooting; film the advert using iPads and then edit the advert together using editing software.
Debate	
Cause + Consequence	
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