**Science**

**Focus on Working Scientifically**

**-** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - Identify scientific evidence that has been used to support or refute ideas or arguments.

Democracy – voting for investigation types

**Maths**

**Consolidation of previous units**

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**History**

**The Impact of War**

-use common words and phrases relating to the passing of time

-develop a chronologically secure knowledge and understanding of British and local history

-develop the appropriate use of historical terms

-address and devise historical valid questions about change, cause, similarity, difference and significance

-construct informed responses that involve selection of relevant information

-understand how our knowledge of the past is constructed from a range of sources

Tolerance – others’ views

**English**

**Genres to cover:**

- Explanation

- Poetry

See individual teacher’s Medium Term Plans for specific objectives and outcomes. Rule of law – class rules

**Art**

**Sculpture:**

**-** Learn about Barbara Hepworth’s artwork and contemporary artists- Develop drawing techniques and understanding of sculpture- Understanding of working with clay- Evaluate analyse and discuss the work in the Hepworth Gallery.

**Focus: clay modelling**

- Make human figures with oil based clay over a simple wire armature to make delicate, extended structures.

**Year 6 Overview**

***Summer 2***



**PSHE**

**Relationships and health education: Healthy relationships**

- Learn about the changes that occur during puberty

- Learn about human reproduction in the context of the human lifecycle

- Learn how a baby is made and grows (conception and pregnancy) a about roles and responsibilities of parents and carers

- Answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it.

***\* Aspects of the unit are taught by the school nurse.***

Mutual respect – respecting others’ ideas

**Music**

Have access to an extracurricular choir.

 Mutual respect – listening to one another’s pieces and giving feedback

Practice in small ensemble lessons;

-Brass students learn a full octave including appropriate chromatic notes – F# and Bb.

-String students will become more proficient at performing music with independent parts and varied instrumental skills included.

Students will develop ensemble and creative skills into a more structured performance piece.

End of Year Assessments take place.

Perform in and End of Year Concert. Students may have the opportunity to perform as a mixed orchestra, strings and brass ensemble.

nd

**Computing**

**Digital Literacy**

* use technology safely
* design & make an online Year book.
* use computing skills (editing, typing, copy & pasting etc)
* make music
* take pictures /videos.

Mutual respect – be kind about one another’s photos

**PE**

**OOA – orienteering**

- To build communication and trust whilst showing an awareness of safety.

- To work as a team to solve problems, sharing ideas and collaborating with one another.

- To develop tactical planning and problem solving.

- To share ideas and work as a team to solve problems.

- To develop navigational skills and map reading.

- To be able to use a key to identify objects and locations.

**Cricket:**

- To develop throwing accuracy and catching skills, including those specific to cricket e.g. wicket keeping

- To develop batting accuracy and directional batting.

- To develop overarm bowling technique and accuracy.

- To develop a variety of fielding techniques.

Rule of law – rules of game / Mutual respect – allowing others to explain their ideas.

