

YEAR 6 : Summer 1 – Amazing Amazonians		
<p>Events Golden Mile</p> <p>Teachers to book events</p>	<p>RE & Values Leaders in religious communities and the importance of religion today</p> <p>May – Quality / Resilience</p> <p>June – Happiness / Pride</p>	<p>Topic: Amazing Amazonians</p> <p>Science - Classification Recognise that there is a wide variety of living things. Understand why classification is important. Identify vertebrates and invertebrates. Name and describe the five vertebrate groups. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Devise own keys to classify organisms and objects. Give reasons for classifying plants and animals based on specific characteristics. Describe early ideas about classification (e.g. Aristotle). Understand there are living things that are too small to be seen and these can affect our lives. Recognise that there are many micro-organisms, some which can cause illness or decay. Recognise that there are useful micro-organisms which can be used in food production. Describe how micro-organisms feed, grow and reproduce like other organisms. Describe evidence, from investigations, that yeast is living. Explain how micro-organisms can move from one food source to another or from one animal to another. Compare the rate of reproduction in microorganisms to other animals. Describe how the development of the microscope has contributed to our understanding of microorganisms. Describe how ideas about hygiene have changed over time (e.g. Semmelweis).</p>
<p>Computing – Digital communication To understand the need to develop safe, respectful, responsible use of online technologies. To understand may not be advisable to share our details when invited. To know devices provide location details used by online applications. To understand a blog is an online space, with regular personal entries, on which readers may be able to comment. To understand blogs can support learning and sharing; they may include a range of different media. To understand there are complex copyright rules for resources. To understand a wiki is a tool for organising collaborative information with tools to validate and expand shared knowledge. To know information can vary in accuracy, bias and viewpoint and may be unhelpful, irrelevant or misleading. To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures. To understand and use security settings and features in online environments to protect privacy and safety. To understand that all users of online environments have the right to be respected; obtain permission before using/sharing online. To understand some ways they can report concerns about content/contact. To be proactive in keeping electronic and other data secure, protecting personal data online. Encourage eSafe practice in others.</p>	<p>Geography Location Knowledge: On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features (inc. coast, features of erosion, hills, mountains and rivers) and understand how these features have changed over time. Place Knowledge Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.</p>	<p>Art Digital Media Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>
<p>PE – Outdoor and Adventurous Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p> <p>PE - Games</p>		<p>3D Sculpturing: Shape, form, model and construct from observation or imagination</p>

Vary skills, actions and ideas and link these in ways that suit the games activity.
Shows confidence in using ball skills in various ways, and can link these together.
Uses skills with co-ordination, control and fluency.
Takes part in competitive games with a strong understanding of tactics and composition.
Can create their own games using knowledge and skills.
Can make suggestions as to what resources can be used to differentiate a game.
Apply basic skills for attacking and defending.
Uses running, jumping, throwing and catching in isolation and combination.

PE - Evaluation

Watches and describes performances accurately.
Learn from others how they can improve their skills.
Comment on tactics and techniques to help improve performances.
Make suggestions on how to improve their work, commenting on similarities and differences.

Music – ‘Carnival of the Animals’ Saint-Saens

Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing..
Compose and perform melodies using five or more notes.
Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.
Create music reflecting given intentions
(Combine all musical dimensions).
Sing or play from memory with confidence.
Refine and improve own/ others’ work.

Use recycled, natural and man-made materials to create sculptures
Plan a sculpture through drawing and other preparatory work
Develop skills in using clay inc. slabs, coils, slips, etc
Produce intricate patterns and textures in a malleable media

D&T

Textiles

Create 3D products using pattern pieces and seam allowance
Understand pattern layout
Decorate textiles appropriately often before joining components
Pin and tack fabric pieces together
Join fabrics using over sewing, back stitch, blanket stitch or machine stitching
(closer supervision)
Combine fabrics to create more useful properties
Make quality products

French

Intercultural understanding

Talk about, discuss and present information about a particular country’s culture.

Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.

