

Year Group: Year 6 Class Teacher: Mrs Pell, Miss Waters, Mrs Lockhart & Mrs Simpson			
Summer 1		Summer 2	
Unit Title: The Cold War		Unit Title: Human Rights	
Entry point: Children to experience what life was like for soldiers by visiting Aldershot Military Museum for an experience day.		Entry point: Children to spend a day thinking about Human Rights, how this links to us being a Rights Respecting 'Gold' School, what life is like for people who don't have these rights and what we can do to change – looking at the bigger picture of the world.	
Exit point: Children to create and present information they have found out during this topic to the other year 6 class – this could be a presentation, drama, artistic rendition etc...		Exit point: Children to work together at 'Horseshoe Lake' – team work, group work, thinking of others, what rights they receive whilst there.	
Outcome: Children to understand what the Cold War was, how it impacted people and what life was like for the soldiers during this time.		Outcome: Children to understand the importance of Human Rights, how everyone should have them, what life would be like without them and how they can influence the bigger picture of human rights around the world.	
<p>English: Language and Literature:</p> <ul style="list-style-type: none"> Narrative writing (2 weeks)- 'The Piano Diary writing (2 weeks)- The diary of Anne Frank, Friend or Foe <p>SPaG:</p> <ul style="list-style-type: none"> Sentence Punctuation Apostrophes for Missing Letters Apostrophes for Possession Inverted Commas Commas Brackets, Dashes & Hyphens Colons Semi-Colons <p>Maths:</p> <ul style="list-style-type: none"> Week 1. Fractions Revision Week 2: Geometry - Angles Week 3: Assessments Week 4. Ratio and Word Problems Week 5: Ratio and Word problems Week 6: Algebra <p>History:</p> <p>1. The Cold War - To know that the Cold War was a period of tension between the capitalist democracies of the west and the communist countries of the east.</p> <p>2. The Space Race - To know that during the Cold War the USA and USSR competed through the space race.</p> <p>3. Proxy Wars - To know that during the Cold War the USSR and USA were involved in 'proxy wars'.</p> <p>Geography:</p> <p>1. The Continent of Africa - Africa is a diverse continent.</p> <p>2. Past civilisations and empires – Mansa Musa - Ancient African Empires traded gold and salt across the Sahara Desert.</p> <p>3. The Sahara Desert and Desertification - Desertification is a process that changes productive land into desert.</p> <p>4. Food Security - Food security is when people have access to affordable, nutritious food.</p> <p>5. Kenya - Kenya is a diverse African country with varied environments.</p> <p>Science: The Human Body</p> <p>1. The Heart: Circulation of the Blood - To understand that the heart is formed of two sets of chambers.</p>		<p>Key Texts: Michael Morpurgo 'Kensuke's Kingdom'</p> <p>UNCRC Article(s): Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way</p> <p>P4C Stimuli: Refer to UNICEF diary and assembly rota.</p> <p>Key Questions:</p> <p>What systems exist within the human body?</p> <p>How are they crucial to life?</p> <p>How can we look after them?</p> <p>How does the heart function?</p> <p>What makes up our blood?</p> <p>What was the Cold War?</p> <p>Can you name all the continents, countries and oceans? Can you discuss the continent of Africa and how it is different to Europe?</p> <p>What is a variable and how does it relate to gaming?</p>	
		<p>English: Sayings –</p> <ul style="list-style-type: none"> Making a mountain out of a mole hill Out of the frying pan into the fire Take the bull by the horns Time heals all wounds A watched pot never boils <p>Language and Literature:</p> <ul style="list-style-type: none"> Non-fiction: Balanced argument (2 weeks)- evacuation of children War poetry- 2 weeks NCR - 2 weeks <p>SPaG:</p> <ul style="list-style-type: none"> Plurals Prefixes Suffixes Homophones Silent & Unstressed Letters Confusing Words Word Families Synonyms & Antonyms <p>Maths:</p> <ul style="list-style-type: none"> Week 7: Geometry, Area and Perimeter Week 8. Geometry - Volume Week 9. Geometry - Angles Week 10. Statistics <p>History:</p> <p>1. What are Human Rights? - To know that Human Rights are the rights and freedoms that belong to every person.</p> <p>2. Women's rights - To know that women's rights in the UK are protected by the law.</p> <p>3. Children's rights - To know that the United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights.</p> <p>4. Racial Equality - To know that racial discrimination was made illegal in the UK in the 1960s.</p> <p>5. Freedom of thought, belief and religion - To know that the Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief.</p> <p>Geography:</p> <p>1. What is globalisation? - To know that globalisation is a process of interaction among people, companies and governments around the world.</p> <p>2. Economic Globalisation - To understand that economic globalisation can create wealth but can also lead to exploitation.</p> <p>3. Political Globalisation - To understand that political globalisation has led to</p>	
		<p>Key Texts: Michael Morpurgo 'Kensuke's Kingdom'</p> <p>UNCRC Article(s): Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p>Article 3 All adults should do what's best for you. When adults make decisions, they should think about how these decisions affect children.</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way</p> <p>P4C Stimuli: Refer to UNICEF diary and assembly rota</p> <p>Key Questions:</p> <p>How do plants reproduce?</p> <p>How do humans and animals reproduce?</p> <p>Can you define globalisation?</p>	

2. Blood Vessels and Transport - To understand that blood vessels transport blood around the body.

3. Components of Human Blood - To understand that blood is made up of different components.

4. Blood Pressure and Heart Rate - To understand how the heart rate can speed up or slow down, depending on what the body is doing.

5. Heart Rate- an Investigation - There are many things that can be varied and changed in an experiment, we call the things we can change variables.

Computing: This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

Art/D&T:

1. Introduction to Impressionism – Monet - To understand that the impressionists were a group of painters from France in the 19th century.

2. Use of scientific knowledge and painting en plein air - To understand that the impressionists used developing scientific knowledge about the way we see.

3. Paintings of Modern Life – Degas and Renoir - To understand the impressionists painted scenes of modern life.

4. Post-Impressionism - Cezanne - To understand who the postimpressionists were.

5. Post-Impressionism – Van Gogh and Gauguin - To understand Van Gogh and Gauguin were post-impressionist artists.

6. Japanese influence on the impressionists and assessment - To understand that the impressionists were influenced by Japanese design.

R.E:

'Adam, Eve, Christmas, Easter, what are the connections?'

Pupils will learn:

that Christians believe that:

- there are links between events in Genesis and the events of Easter and Christmas
- ancient prophecies in the Old Testament foretell the birth and death of Jesus
- ancient prophecies in the Old Testament show that God still loved His people even when they disobeyed Him
- Jesus did the job that it was prophesied He would do

PSHE:

Relationships

1. What is mental health?
2. My mental health
3. Love and loss
4. Power and control
5. Being online
6. Using technology responsibly

PE: Rounders

Children will learn:

The rules of rounders
Throwing and Catching
Batting and Bowling
Teamwork skills

Reasoning skills.

Revision of dialogue, varied sentence structure including semi-colons, noun phrases, fronted adverbials and subordinate clauses.

Language of argument.

Continued focus on spelling from year 5-6 word lists and the ability to edit and improve own word choices using resources such as word books, dictionaries and knowledge of word families..

governments co-operating with one another.

4. Social Globalisation - To understand that globalisation has spread ideas and culture around the world.

5. Globalisation; a global force for good? - To know that there are advantages and disadvantages of globalisation.

Science:

Reproduction

1. Asexual reproduction - To know that asexual reproduction does not require male and female cells.

2. Sexual reproduction in non-flowering plants - To understand sexual reproduction in flowering plants.

3. Sexual reproduction in flowering plants - To know that many plants clothe their seeds with fruit.

4. Reproduction in animals - To understand sexual reproduction in animals.

5. Growth stages - To know that different animals have different growth stages.

Computing: Variables in programming

1. What are variables?

To know what variables are and relate them to real-world examples of values that can be set and changed.

In further lessons children will use the Use-Modify-Create model to experiment with variables in an existing project before they design and create their own.

N.B. This term the teacher will be modelling the program Scratch due to lack of computing resources.

Art/D&T:

1. Investigating statues - To understand that art can raise issues and provoke debate

2. Picasso and cubism - To understand Picasso started cubism which led to the creation of abstract art

3. Abstract Art – Hepworth - To understand Hepworth made abstract sculptures which were influenced by the landscape around her

4. The influence of world war two – Auerbach - To understand Auerbach was influenced by the rebuilding of London after the second world war

5. Figuration and Abstraction – Freud and Bowling - To understand different techniques used by some modern artists

6. Art and identity – Himid - To understand that Himid explores the issue of race and identity in her art

R.E: What are the pillars of Islam?

Pupils will learn:

that the 'pillars' (or duties) of Islam are:
- Shahadah 'There is no God but Allah and Muhammad is his messenger'

- Prayer (Salah and wudu)

- Fasting (Sawm) – Ramadan

- Pilgrimage (Hajj)

- Almsgiving (Zakah)

How the pillars of Islam influence the daily lives of Muslims

About key celebrations for Muslims:

- Id-ul-Fitr, which marks the end of Ramadan

- Id-ul-Adha, which celebrates the end of Hajj

Reasoning skills.

Revision of dialogue, varied sentence structure including semi-colons, noun phrases, fronted adverbials and subordinate clauses.

Language of argument.

Continued focus on spelling from year 5-6 word lists and the ability to edit and improve own word choices using resources such as word books, dictionaries and knowledge of word families..

MUSIC: Charanga Music scheme

Children will continue their learning of the Glockenspiel and Xylophone. They will build on their knowledge of notation, rhythm, pitch and playing together. Following the Charanga program, children will continue to consider a wide range of musical styles, developing their Listening, Singing, Playing, Composition and Performance skills.

PSHE:

Changing me

1. My self-image
2. Puberty
3. Babies
4. Boyfriends and girlfriends
5. Real self and ideal self
6. The year ahead

PE: Athletics

Children will learn:

A range of athletic disciplines including developing sprinting and long-distance running skills, long jump, throwing javelin and 'shot put' (tennis ball). They will practice to get ready for Sports Day.

MUSIC:

'Year 6 play – Darwin Rocks!' Songs, music and dance to be decided in line with the play.