



## St Oswald's Catholic Primary School

### Year 6 Summer Overview 2021-22

Subject Area	Autumn		
R.E.	What do I want to witness in my life? <b>Witnesses</b>  Know and understand: <i>Explore</i> <i>Reveal</i> <i>Respond</i>	Who needs healing? <b>Healing</b>  Know and understand: <i>Explore</i> <i>Reveal</i> <i>Respond</i>	How can we work together to build a just and fair world? <b>Common Good</b>  Know and understand: <i>Explore</i> <i>Jesus – Reveal</i> <i>Respond</i>  <i>Other faiths week: Islam</i>
English	Journalistic Formal and impersonal		Time slips Play scripts
Mathematics	Statistics Revision and reinforcement of areas		Continuous number and problem-solving objectives
Science	What is the same and what is different? <b>Living Things and their Habitats?</b>  Pupils should build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. They will be introduced to groupings and how plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish,		<u>Focused Assessments</u>  Children will complete focused assessments (using TAPS) in order to revisit and assess their science knowledge and progress. The activities are designed to assess what they can do and what they can remember from this year's learning in science.



	amphibians, reptiles, birds and mammals). They will discuss reasons why living things are placed in one group and not another.	
<b>Computing</b>	<b>How is data stored?</b> <b>How Data is Stored</b> <b>4 Lessons</b> In this unit pupils will learn and explore how data is transferred and received.	<b>How are websites coded?</b> <b>HTML</b> <b>6 Lessons</b> Pupils will learn how to use HTML coding to program a webpage.
<b>PE</b>	<b>Athletics-</b> Develop flexibility, strength, technique, control and balance through athletics Demonstrate good control, strength, speed and stamina in a variety of athletic events.	<b>Athletics-</b> Sustain pace over short and longer distances Perform a range of jumps and throws demonstrating increasing power and accuracy Understand how to apply athletic skills and tactics to the competitive situation.
<b>Games</b>	<b>Cricket-</b> Show precision and accuracy when sending and receiving Apply basic principles of attacking and defending e.g. defending the wickets/ attacking the ball	<b>Baseball/Rounders-</b> Perform skills with accuracy, confidence and control Play competitive game showing tactical awareness of attacking and defending and some knowledge of rules and scoring,
<b>MFL</b>	<b>.What will I wear?</b> <b>Leisure – (Clothing &amp; shopping)</b> -To learn some new names for clothing items and use them in conversation and converse with others, giving likes and dislikes. To describe items of clothes, using adjectives. To learn some new names for shops and use them in conversation.	<b>What should I order?</b> <b>Summer - (food and menus)</b> -Speak in a paragraph about oneself and a third person. To recognise and produce the names of food and drink. To recognise and use the verbs 'To eat and to drink' in the first two pronouns and with the negative. To use adverbs in sentences about eating habits. To take part in a café role play expressing opinions.
<b>RSHE</b>	<b><u>Life to the Full</u></b> <b>Module 2:</b> <b>Created to Love Others</b>	<b><u>Life to the Full</u></b> <b>Module 3: Created to Live in Community</b> <b>Unit 1 Religious Understanding</b>



	<p><b>Unit 3 Keeping Safe</b> Session 1: Sharing Online Session 2: Chatting Online Session 3: Physical Contact</p> <p><b>A Journey in Love:</b> <b>The Wonder of God's Love in Creating New Life</b> <b>Section 3: Spiritual</b> LI: Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p>	<p>Session 1: Trinity House Session 2: Catholic Social Teaching <b>Module 3: Created to Live in Community</b> <b>Unit 2 Living in the Wider World</b> Session 1: Reaching Out</p> <p><b>Additional PHSE elements not included in Life to the Full</b> Health and Fitness Week Computing - stocks and shares -e Week Careers week Secondary School Transition</p>
<b>History</b>	<p>How has crime and punishment changed since Roman times? <b>Crime and Punishment</b> The children will make links between different times in history and their crimes and punishments. They will create links between the law, politics and the crimes and punishments changing faces through the ages</p>	
<b>Geography</b>	<p>Where should we go on holiday? <b>Map Skills</b> The children will extend their knowledge and understanding beyond the local area. They will look at the physical, human, climatic feature of a selected group of the world's countries and decide where to go on holiday using locational and place knowledge and key geographical skills</p>	
<b>Art</b>	<p>Can I create a Britain-inspired garment? <b>British Design</b> <b>Inspire</b> Children to observe British designers throughout the last 100 years (Mary Quant, Vivienne Westwood, Stella McCartney, Tom Ford) Use sketchbooks to mood board and record observations on 'Britishness' in their garments <b>Skill</b> Create an abstract pattern to reflect personal experiences and emotions Print and overlap to explore textures and effects Experiment with different fabrics and choose most suitable for purpose</p>	



	<p>Use a variety of needle thickness</p> <p><b>Final Product</b></p> <p>Create a final garment with a rational on 'Britishness' – T shirt</p> <p><b>Must cover skills – colour, textiles, sculpture, pattern</b></p>
<b>Design Technology</b>	<p><b>Can you use a computer program to program, monitor and control an alarm?</b></p> <p><b>Electrical systems: programming</b></p> <p>Use a computer-programming app (Crumble) to create an electrical system for an alarm. Children are to use simple circuits and switches including programming and controlling. Children to understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). Apply understanding of computing to program, monitor and control their products.</p>
<b>Music</b>	<p><b>What is Graphic Score?</b></p> <p>The children will explore the alternative notation system of graphic score. They will interpret and perform from a graphic score and will create a score for a given piece and discuss the use of symbols in other composers work. they will learn musical language appropriate to the task.</p>