



St Oswald's Catholic Primary School

Year 6 Summer Overview

<u>Subject Area</u>	<u>Summer</u>		
R.E.	What do I want to witness to in my life? Witnesses	Who needs healing? Healing <i>Other faiths week: Judaism</i>	How can we work together to build a just and fair world? Common Good
English	Rose Blanche Diary entry	Paradise Sands First person narrative	
Mathematics	Measurement – Perimeter, Area and Volume Number – Ratio Statistics Geometry – Properties of shape Revision and Reinforcement of targeted areas	Revision and Reinforcement of targeted areas Investigations and preparation for KS3	
Science	What is the same, and what is different? Living things and their Habitats We will explore living things and their habitats , looking at what is the same and what is different between plants, animals and microorganisms. We will learn how living things are grouped and how they are suited to the habitats they live in.	Preparing for secondary science This unit provides a transition unit for Year 6 pupils as they prepare for starting in secondary science. They will start to learn about equipment and methods that they will be using in Year 7 and beyond.	
Computing	<u>IT</u> How are websites coded? HTML Pupils will learn how to design a multi-page informational website, considering the layout, user experience and key features including home page, links and images.	<u>IT and DL</u> How can I stay safe online? Social Media and Being Safe Online Pupils will learn about the purpose of social media and different aspects of social media and how to use it safely.	



PE	Fitness We will improve our fitness through activities that develop strength, stamina, speed and coordination. We will challenge ourselves and learn how exercise helps keep our bodies healthy.	Yoga We will explore yoga, developing our balance, flexibility and control through a range of poses and movements. We will also practise breathing and relaxation techniques.
Games	Badminton We will develop our badminton skills, focusing on serving, hitting and moving around the court. We will practise controlling the shuttlecock and using simple tactics during games.	Football We will develop our football skills, focusing on passing, dribbling, shooting and defending. We will practise working as a team and using simple tactics during games.
MFL	What will I wear? We will learn how to describe what we wear in Spanish, using clothing vocabulary and colours. We will practise saying what we wear and expressing our preferences.	What should I order? We will learn how to order food and drinks in Spanish, using key vocabulary and phrases. We will practise ordering from a menu and expressing what we would like.
RSHE	Lesson 1 - Journey in Love: The Wonder of God's Love in Creating New Life (Spiritual) Lesson 2 - M1U4 Session 1: Making Babies (Part 1) Lesson 3 - M1U4 Session 2: Making Babies (Part 2)* Lesson 4 - M1U4 Session 3: Menstruation	Lesson 5 - My Money Week Lesson 6 - M1U4 Session 4: Hope Beyond Death Lesson 7 - M2U2 Session 4: Build Others Up Additional PSHE elements Sports and Health Week, Transition, Grassing or Grooming, Radicalisation
History	Summer 1 Britain in the era of the Second World War This unit will include the impact of war and post-war developments. Britain in the era of the Second World War This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities,	Summer 2 The effect of the Blitz on Liverpool



	towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.	
Geography	Local area enquiry – a double, school-designed unit How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies) What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings). Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork Disciplinary focus: How geographers investigate a place Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)	
Art	Can I create a British-inspired garment? Can I create a Britain-inspired garment? Inspire 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 Skill 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 Use a variety of needle thickness Final Product Create a final garment with a rationale on 'Britishness' – children can choose between a tie/scarf/skirt Must cover skills – colour, textiles, sculpture, pattern British Designers	
Design Technology	Can you use Crumble to program, monitor and control an alarm? Electrical Systems: Alarms Can you use a computer program to program, monitor and control an alarm? Children are to research existing products and discuss key elements, considering the purpose and target audience. Children will create their own design criteria for their products following research and discussion. Children will	



	plan and design their own products against their design criteria, taking opportunities to continually evaluate their progress. Children will 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. Children will evaluate throughout the DT process and evaluate their final products against their design-criteria, considering the views of others to improve their products. Electrical systems: programming
Music	Happy How does music spread happiness and positivity? In this topic, children's learning will be focused around one song: Happy, a Pop song by Pharrell Williams. Children will Listen and Appraise the song Happy and other songs in different styles about being happy