

Year 6 Summer 2: The Windrush Generation

Curriculum connections

6

English

Create atmosphere to convey character and advance the action using dialogue.

Instructional text.

Select vocabulary and grammatical structures that reflect the level of formality .

Use a range of cohesive devices within and across sentences and paragraphs.

Identify and analyse effect of figurative language.

Create suspense.

Use the full range of punctuation confidently and independently, including colons and semi-colons to mark the boundary between independent clauses.

Read, analyse, answer questions on and perform the production.



6

Maths

Theme Park Project

Design a theme park.

Use mathematical skills (four operations) to calculate budgets.

Use tables to record information relating to costs.

Develop problem solving and thinking skills.

Make decisions and choices.

Strengthen ability to work in a team.

Understand the concept of sale prices and profit margins.

6

History

Windrush

Extend pupils' chronological knowledge.

Choose reliable sources of information to find out about the past.

Give reasons why changes may have occurred, backed up by evidence.

Describe similarities and differences between some people, events and artefacts studied.

Describe how some of the things studied from the past affect/influence life today.

Make links between some of the features of past societies.

Investigate own lines of enquiry by posing questions to answer.

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6

Art

Totem Poles

Understand the history of totem poles and their significance to Indigenous Americans.

3D planning of animals from different perspectives.

Using cross hatching.

Using slip to join clay.

Sculpt Haida art designs.

Paint totem poles in typical colours used by Indigenous American artists.



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6 Science

Evolution

Recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

3

6 RWVE

'What do religions say to us when life gets hard?'

Express ideas about how and why religion can help believers when times are hard, giving examples.

Outline Christian, Hindu and / or non-religious beliefs about life after death.

Explain some similarities and differences between beliefs about life after death.

Explain some reasons why Christians and Humanists have different ideas about an afterlife.

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6 Computing

Intro to Python

Tinker with a new piece of software.

Understand what nested loops are.

Understand basic Python commands.

Use loops when programming.

Understand the use of random numbers.

Online safety: manage personal passwords effectively.

6

6 PE

Strike and fielding

Consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting, bowling, fielding skills and tactics.

Athletics

Practise running, throwing and jumping in preparation for competition.

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6 Music

Singing to perform - end of year show

Perform songs in solo and ensemble contexts.

Listen with attention to detail and recall sounds with increasing aural memory.

Use voices with increasing accuracy, fluency, control and expression.

6

6 PSHE

Changing Me

Understand that sexual intercourse can lead to conception.

Understand that sometimes people need IVF to help them have a baby.

Be aware of own self-image and how body image fits into that.

Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.

Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

Understand how being physically attracted to someone changes the nature of the relationship.

Character trait: Humility

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5

6 Spanish

Final mission

Take part in a series of exciting missions that prepare them for the future. Through role-play, problem-solving and collaborative challenges, they revisit and apply Spanish learned throughout Key Stage 2 in meaningful and real-life contexts. Pupils communicate about themselves, their interests and future aspirations, create and promote innovative products, and use Spanish to navigate secondary school scenarios.

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