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| **Term** | Summer 2 (6 weeks) | **Curriculum Strands** | Beliefs, Diversity and Our Community |
| **Classroom Environment** | Topic board to celebrate children’s learning from school and homeAge-appropriate vocabularyRange of topic books including different genres and text types | **Super Starter (Hook)****&****Education Visit/Visitor** | Residential to Marchant’s HillSummer Production |
| **Key Texts** | **Wonder - R. J. Palacio**Boy – Roald Dahl | **End Product** | Summer ProductionYear 6 Leavers’ Assembly to parents |
| **English** | Autobiographies – writing to inform and entertain – 3 weeks Playscripts – writing to entertain – 3 weeks |
| **Science** | Animals including HumansN.C. Obj. To identify and name the main parts of the human circulatory system**N.C. Obj.** To describe the functions of the heart, lungs, blood and blood vessels**N.C. Obj.** To describe the ways in which nutrients are transported within animals including humans**N.C. Obj.** To explain how the digestive system breaks down nutrients**N.C. Obj.** To explain the roles of the different parts of the circulatory system in transporting nutrients and water in the body**N.C. Obj.** To recognise the impact of diet and exercise on the ways that our bodies function**N.C. Obj.** To describe the effects of a healthy lifestyle and explain the impact that diet and exercise have on the human bodyWorking Scientifically**N.C. Obj.** Identifying scientific evidence that has been used to support or refute ideas or arguments**N.C. Obj.** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| **P.E.** | Swimming**N.C. Obj.** Swim competently, confidently and proficiently over a distance of at least 25 metres**N.C. Obj.** Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]**N.C. Obj.** Perform safe self-rescue in different water-based situations |
| **History** | **Shakespeare** (history of language), **Elizabethan** era and significant British monarchs (continued from Summer 1)**N.C. Obj.** Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066Map Work**N.C. Obj.** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**N.C. Obj.** Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| **Art** | Cityscapes Paintings**Romero Britto** self-portraits (cubism, pop art and graffiti painting)**N.C. Obj.** To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)**N.C Obj**. To learn about great artists, architects and designers in history |
| **Music** | Production**N.C Obj**. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**N.C Obj**. Listen with attention to detail and recall sounds with increasing aural memory |