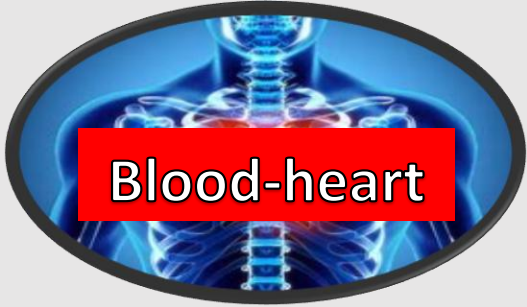


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 6

	Summer 1 Objectives	Vocabulary										
Topic	Blood-heart											
Values	Honesty											
Enrichment (Visits and visitors)	Year 6 production											
English Quality text	Cogheart Various texts for stimulus for writing and analysing authorial intent and the impact of this											
English Writing genres	Consolidate and extend understanding of VIPERS skills; Infer, using evidence from the text; produce a summary of a given text; Understand the effect of chosen vocabulary on the reader – justify answers; Understand grammar features of writing; Critically analyse a poem; Justify answers, using evidence form the text	See English Progression document.										
Maths	<p>Shape</p> <ul style="list-style-type: none"> • Measure and classify angles • Calculate angles • Vertically opposite angles • Angles in a triangle • Angles in a triangle – special cases • Angles in a triangle – missing angles • Angles in quadrilaterals • Angles in polygons • Circles • Draw shapes accurately • Nets of 3-D shapes <p>Geometry</p> <ul style="list-style-type: none"> • The first quadrant • Read and plot points in four quadrants • Solve problems with coordinates • Translations • Reflections 	<p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>										
Science	<p>Circulatory System</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Heart</td> <td style="width: 50%;">Oxygen</td> </tr> <tr> <td>Lungs</td> <td>Carbon Dioxide</td> </tr> <tr> <td>Circulation</td> <td>Transport</td> </tr> <tr> <td>Muscle</td> <td>Nutrients</td> </tr> <tr> <td>Pump</td> <td>Chambers</td> </tr> </table>	Heart	Oxygen	Lungs	Carbon Dioxide	Circulation	Transport	Muscle	Nutrients	Pump	Chambers
Heart	Oxygen											
Lungs	Carbon Dioxide											
Circulation	Transport											
Muscle	Nutrients											
Pump	Chambers											

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	<ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. 	Blood Vessels Vena Cava Aorta Vessels Artery Veins Capillaries Blood	Atrium Ventricles Valve Pulse Heart-rate Exercise Oxygenated blood De-oxygenated blood
History	Not taught in this topic		
Geography	Not taught in this topic		
Art and Design (artist)	Not taught in this topic		
Design Technology	Not taught in this topic		
Computing	<p><u>E-Safety 6.5 - We Are Online Safety Problem Solvers</u></p> <p><u>Webpage Creation</u></p> <ul style="list-style-type: none"> What makes a good website? What does a web designer do? Copyright or copyWRONG? How does it look? How do I follow the breadcrumbs? Do you think before you link? 	Website web page browser media Hypertext Markup Language (HTML) Logo Layout Header Purpose Copyright fair use preview evaluate device Google Sites	
RE	<p><u>The Kingdom of Good – What kind of king is Jesus?</u></p> <p>Know Jesus told many parables about the Kingdom of God.</p> <p>Know how hard it is to forgive.</p> <p>Know that Jesus' key teaching in the first three Gospels (Matthew, Mark and Luke) is that</p>	Jesus God Heaven Parables	

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	<p>he is beginning a kingdom where God's rule of love, forgiveness and inclusion Know that Christians believe that Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now</p>	<p>Teaching miracle example Values Light resurrection Bible Gospels Community Love Service Worship</p>
<p>RSHE/PSHE</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • What is mental Health? • My Mental Health • Love and Loss • Power and control • Being Online • Using Technology Responsibly 	<p>Mental health Stress Anxiety Support Self-care Coping strategies Coping Power Control Assertive Self-control Cyber-bullying Grief</p>
<p>PE</p>	<p><u>Rounders</u> Utilise new skills in competitive situations, as an individual or part of a team Use ball skills confidently and with some precision in a wide variety of competitive games</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints and middle distance) • Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance. 	<p>Field Under-arm Over-arm throw No-ball (high, low) Body ball Body position Follow through Baton exchange Long-distance</p>

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	<ul style="list-style-type: none"> Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. 	<p style="text-align: center;">Sprint Pacing Stride length Cadence Personal best Take-off Jump, flight, landing</p>
<p>MFL Spanish</p>	<p><u>Food and drink</u></p> <ul style="list-style-type: none"> Investigate the similarities and differences between Spanish and English eating habits by looking at Spanish school lunch menus Consider different types of breakfast food at home and abroad Consider key similarities and differences in daily life in the UK and Spain including supermarkets <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate with correct pronunciation and intonation, following a model Listen to and understand a native speaker expressing likes and dislikes Memorise and present a short rhyme <i>Recap pronunciation of graphemes ll rr j z</i> Develop accuracy in pronunciation and intonation Use spoken language spontaneously during a breakfast role play Watch and understand a demonstration in Spanish of the method of making a dessert Participate in making a dessert Use appropriate form of <i>Querer</i> when offering and accepting food <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> Find words in a bi-lingual dictionary Design a balanced meal, with foods labelled in Spanish Extend basic sentences by using connectives 	<p style="text-align: center;">Investigate and share strategies for learning new vocabulary</p> <p style="text-align: center;"><i>Re-visit opinions vocabulary</i> <i>Re-visit stalling strategies</i></p> <p style="text-align: center;"><i>Revision of fruit and food from Y3</i> Other foods: El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa, las zanahorias, los guisantes, la ensalada</p> <p style="text-align: center;"><i>Revision of connectives:</i> <i>y, pero, también</i></p> <p style="text-align: center;">Cereales con leche, magdalenas, galletas María, chocolate con churros, un zumo de Naranja</p> <p style="text-align: center;">Modal verb: <i>Querer</i> ¿Quieres ? Quisiera...</p>

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	<ul style="list-style-type: none"> • Express opinions in short, written sentences • Order sentence cards to re-create the method • Write words and phrases using a reference • Complete the gaps in a transcript of a recording as part of a dictation exercise • Write dictated sentences containing familiar vocabulary accurately: <i>Quisiera una madalena y un zumo de naranja por favor.</i> • Write sentences to provide information about self /likes / dislikes <p>Grammar</p> <ul style="list-style-type: none"> • <i>Recap using negatives</i> • Choose the correct word order when writing sentences about likes and dislikes • Re-visit formation of negative sentences • Modal verb: <i>Querer</i> when offering and accepting food <i>¿Quieres...? Quisiera ...</i> 	<p>Ingredients for a Spanish dessert : La leche, el azúcar, los huevos, el agua</p>
<p>Music</p>	<p><u>Y6 Production</u></p> <ul style="list-style-type: none"> • To identify character songs and action songs • To rehearse musical theatre • To perform musical theatre 	<p>action song, backdrop character song, choreographer composer, costumes designer, dialogue performers props scene, tempo timbre, transitions</p>

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