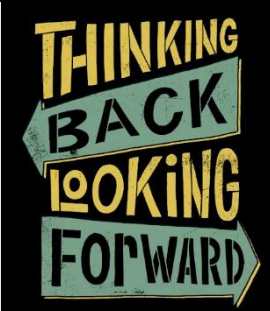


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 6

	Summer 2 Objectives	Vocabulary
Topic	Health / Sex Ed Looking back and moving on	
Values	Respect	
Enrichment (Visits and visitors)	Year 6 production Stepping Up Day – The Minster	
English Quality text	There's A Boy At The Back Of The Classroom	
English Writing genres	Formal letter of complaint; Informal letter; Develop setting description with a range of descriptive and figurative language; Build tension in a piece of writing; A diary entry; Produce a structure explanation; Use dialogue to convey character; Newspaper report (refugees); Free verse poetry	See English Progression document.
Maths	Investigations Problem-solving	<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	Not taught in this topic	
History	Not taught in this topic	
Geography	<p><u>Trade (incl. fieldwork)</u></p> <ul style="list-style-type: none"> • How Did Trade Get Global? • Where does our food come from? • What is the global supply chain? 	<p>Global trade Spatial pattern Globalisation Manufactured Imported Exported</p>

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	<ul style="list-style-type: none"> • What Does the UK Export and to Where? • What is ethical trading? • What is Each Country's Most Profitable Export? • Fieldwork Enquiry Question – generated, investigated and written up by the children 	<p>Commodities Manufactured Data Global company Supply chain Raw material Processing Supply chain Natural resources Transport Working conditions Place of origin Perishability Food miles Carbon footprint Responsibility Companies Government</p>
<p>Art and Design (artist)</p>	<p>Vexx Art</p> <ul style="list-style-type: none"> • Gather, record & develop information from a range of sources to create a montage to inform their thinking about a piece of art. • Select the most appropriate medium for purpose/desired outcome. 	
<p>Design Technology</p>	<p>'Movable animal' Research, Design, Make, Evaluate</p> <ul style="list-style-type: none"> • To recognise the movement of a mechanism within a toy or model? • To understand that a cam mechanism will change rotary motion into linear motion? • To investigate examples of cam toys and comment on how they work? • To explore how different shaped cams affect the movement of the follower? • To experiment with a variety of materials, tools and techniques? • To identify ways of strengthening a structure? • To design a moving toy with a cam mechanism? • To follow a design to create a moving toy? 	<p>Key audience Product Research Diagrams Components Functions aesthetic properties finishing techniques evaluation sectional diagram Cam</p>

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	<ul style="list-style-type: none"> • To work safely with a variety of materials and tools? • To evaluate a finished product fairly? • To recognise ways in which they have been successful? 	<p>Mechanism Toy Strengthening Dowel Saw Precision Safety / safely</p>
Computing	<p>6.6 E-Safety: Creating and delivering advice on safe online gaming</p> <p>6.6 We are Publishers - Creating a yearbook (Communication/collaboration)</p> <ul style="list-style-type: none"> • Manage or contribute to large collaborative projects, facilitated using online tools. • Write and review content. • Source digital media while demonstrating safe, respectful and responsible use. • Design and produce a high-quality print document 	<p>Research Personal information Draft Edit Publish/published Quality product photographs website search engine permission digital footprint internet sources fiction opinion URL copyright platform upload</p>
RE	<p>Beliefs and Actions in the world</p> <ul style="list-style-type: none"> • LO: to understand global issues. • EQ: what might it be like to live in poverty? • LO I can investigate how other faith communities help those in need. • EQ how do different religions/non religions help with global issues. • LO: to understand vocabulary linked to religious beliefs and attitudes. 	<p>Irradicate global Poverty Instruction rupees Guardwara Guru Nanak</p>

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		<p>Muslim aid Christian aid Humanist Save the children. Religion Atheist Agnostic Charity Ahimsa Ummah Agape Justice faith</p>																																
RSHE/PSHE	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> • To be aware of my own self-image and how my body image fits into that • To know how to develop my own self esteem • To can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • To understand that puberty is a natural process that happens to everybody and that it will be OK for me • To describe how boys' bodies change during puberty • To express how I feel about the changes that will happen to me during puberty • To understand that sexual intercourse can lead to conception and that is how babies are usually made • To understand that sometimes people need IVF to help them have a baby • To appreciate how amazing it is that human bodies can reproduce in these ways • To understand the stages of development • To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend • To understand that respect for one another is essential in a boyfriend/ girlfriend relationship, and that I should not feel pressured into doing something I don't want to • To be aware of the importance of a positive self-esteem and what I can do to develop it • To express how I feel about my self-image and know how to challenge negative 'body-talk' 	<table style="width: 100%; border: none;"> <tr> <td>Self-image</td> <td>Puberty</td> </tr> <tr> <td>Self-esteem</td> <td>Sperm</td> </tr> <tr> <td>Real self</td> <td>Semen</td> </tr> <tr> <td>Celebrity</td> <td>Testicles/ Testes</td> </tr> <tr> <td>Puberty</td> <td>Erection</td> </tr> <tr> <td>Menstruation</td> <td>Ejaculation</td> </tr> <tr> <td>Periods</td> <td>Wet dream</td> </tr> <tr> <td>Menstrual towels</td> <td>Larynx</td> </tr> <tr> <td>Menstrual pads</td> <td>Facial hair</td> </tr> <tr> <td>Tampons</td> <td>Growth spurt</td> </tr> <tr> <td>Ovary/ Ovaries</td> <td>Hormones</td> </tr> <tr> <td>Vagina</td> <td>Pregnancy</td> </tr> <tr> <td>Oestrogen</td> <td>Embryo</td> </tr> <tr> <td>Vulva</td> <td>Foetus</td> </tr> <tr> <td>Womb/Uterus</td> <td>Placenta</td> </tr> <tr> <td>Hormones</td> <td>Umbilical cord</td> </tr> </table>	Self-image	Puberty	Self-esteem	Sperm	Real self	Semen	Celebrity	Testicles/ Testes	Puberty	Erection	Menstruation	Ejaculation	Periods	Wet dream	Menstrual towels	Larynx	Menstrual pads	Facial hair	Tampons	Growth spurt	Ovary/ Ovaries	Hormones	Vagina	Pregnancy	Oestrogen	Embryo	Vulva	Foetus	Womb/Uterus	Placenta	Hormones	Umbilical cord
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	<ul style="list-style-type: none"> To identify what I am looking forward to and what worries me about the transition to secondary school or moving to my next class To know how to prepare myself emotionally for the changes next year 			
PE	<p>Cricket</p> <ul style="list-style-type: none"> To be able to throw and catch accurately To develop batting techniques To begin bowling overarm To bowl overarm To play a game of Kwik-Cricke To play competitive games, modified where appropriate, and apply basic principles for attacking and defending <p>Athletics</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>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>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Throw Under-arm Over-arm Accuracy On the move Follow through Catch Soft hands Striking Fielding hand-eye coordination cooperation accuracy technique fielder </td> <td style="width: 50%; vertical-align: top;"> Striking, body position bat grip (hand V) hand-eye coordination accuracy batting target batter attacking the ball bouncing </td> </tr> </table>	Throw Under-arm Over-arm Accuracy On the move Follow through Catch Soft hands Striking Fielding hand-eye coordination cooperation accuracy technique fielder	Striking, body position bat grip (hand V) hand-eye coordination accuracy batting target batter attacking the ball bouncing
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MFL Spanish	<p><u>Weather</u></p> <ul style="list-style-type: none"> Recognise similarities and differences between places; understand that the climate in Spain is very varied Understand that there are stereotypical images associated with countries <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> Identify the date from an audio recording Use short sentences to give a description of the weather Look and listen for visual and aural clues in an audio recording Recap pronunciation of letters c and ll in Spanish. Pronounce ll accurately in new words lloviendo and llueve and liken to llamo Recap that h as in hoy (not pronounced) 	<p style="text-align: center;"><i>Revision of days of the week/months of the year/date</i></p> <p style="text-align: center;">Hoy es lunes 10 de octubre</p> <p style="text-align: center;"><i>Revisit numbers 0-31</i></p> <p style="text-align: center;">Weather: Hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol, hace viento, hay niebla, está lloviendo, está nevando</p>		

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	<ul style="list-style-type: none"> • Use knowledge of pronunciation to make up a short rap using phrases for weather conditions • Use simple sentences to present a mini weather report in Spanish • State where you live • Recognise dates on an audio recording at near normal speed • Deliver a short weather report using a model to substitute date, city, weather condition, temperature <p><u>Reading and writing</u></p> <ul style="list-style-type: none"> • Introduction to Spanish literature • Write two or more sentences describing the weather in each season in Spanish • Scan a more detailed text with unknown language for details • Re-order sentences to form a coherent paragraph • Recognise familiar vocabulary within a poem • Recognise verbs within an extract of Spanish text • Write sentences to describe the climate in England in different seasons • Read an extended weather report using skimming and scanning techniques to answer comprehension questions • Re-arrange sentences to form a coherent paragraph <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Extend basic sentences with the use of adverbs using correct punctuation • Understand and use prepositions 	<p style="text-align: center;">Seasons :</p> <p style="text-align: center;">En otoño, en invierno, en primavera, en verano</p> <p style="text-align: center;">Extension</p> <p style="text-align: center;">Normalmente, en general</p> <p style="text-align: center;"><i>Adverbs: revisit normalmente, en general</i></p> <p style="text-align: center;">Saying where you live (prepositions):</p> <p style="text-align: center;">Vivo en + town en el norte en el sur en el oeste en el este ...de Inglaterra</p> <p style="text-align: center;"><i>Re-visit points of the compass</i></p>
Music	<p><u>Year 6 Production & Performance</u></p> <ul style="list-style-type: none"> • To identify character songs and action songs • To rehearse musical theatre • To perform musical theatre <p><u>Composing A Leavers Song</u></p> <ul style="list-style-type: none"> • To listen to and describe music. • To write lyrics for a song • To organise lyrics into a song structure. • To use vocal improvisation and known melodies against a backing track. • To compose a melody. • To compose a verse melody. 	<p style="text-align: center;">action song, backdrop character song, choreographer composer, costumes designer, dialogue director performers props scene, tempo timbre, transitions</p>

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