**Year 6 Summer 2**

**Geography – Trade and economics**

* locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
* describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**RE - How did the universe get here?**

* What is the Judeo-Christian story of creation?
* Can I compare the creation stories of the Abrahamic religions?
* What is the Hindu creation story?
* What are the Sikh beliefs about creation?
* Why are there different types of creation stories?
* Can I compare creation stories?

**PSHE - Personal Development**

Dragon’s Den-designing, making and promoting a fidget toy

Importance of entrepreneurship

How to promote an item

How to conduct market research

How to adapt

**Art-Tone, shade and colour**

* Use of different graded pencils
* Depicting tone and shade
* Creating the illusion of light and shade when drawing
* Developing observational skills
* Discovery of Leonardo Da Vinci
* Recognising different art periods
* Ratio and proportion
* Measuring
* And fractions
* Observational drawing
* Body proportions

**Computing- Flowcharts**

* Design, write and debug programs and solving problems by decomposing them into smaller parts.
* Use sequence, selection, and repetition in programs;
* Work with variables and various forms of input and output.
* Reading flowcharts as a sequence of instructions
* Draw and interpret a flowchart with the correct symbols.
* Design their own flowchart

**PE-**

**Ultimate Frisbee**

* **Forehand/ Backhand**
* **Stool count**
* **Cutting into space and how to lose a marker**
* **Cutters /handlers the positions in Ultimate and how they differ.**

**Mini tennis**

* **Serving introduce over arm serve**
* **Holding the racquet**
* **Forehand shots**
* **Backhand develop into placing shots into different areas of the court**

**Rounders**

* **Throwing under and over arm**
* **Catching in different areas of the field including the post**
* **Batting**
* **Bowling**
* **Rules**

**Maths- Consolidation**

* Investigations and Problem solving
* Across a range of topics
* Reinforcing topics that need revision
* Year 7 Sequences unit

**English-**

**Discussion texts**

* Writing abalanced argument with points for and against with a view to having debates in class.
* Causal conjunctions (adverbials, subordinating and coordinating conjunctions) used effectively to link and switch ideas. Full range of punctuation and writing features. Drafting and editing.

**Science**- **Famous scientists and inventors**

* Work of palaeontologists such as Mary Anning, Mary Leakey, Charles Darwin and Alfred Wallace developing their ideas on evolution
* Work of Scientists like Stephen Hawking on Black holes, Alexander Fleming on Penicillin,
* Marie Maynard Daly findings on diet and heart health, Daniel Hale Williams work on circulatory system,
* Steve Jobs work on electronics to design computers.

**French- Le petit Chaperon rouge (Little Red Riding Hood)**

* listen carefully and be able to understand a familiar fairy tale recounted in the foreign language using picture and word cards.
* use mind-mapping activities to support their learning and to learn new vocabulary.

**Design Technology-Food technology**

* Eatwell Guide.
* Food hygiene and kitchen safety.
* Methods of combining ingredients.
* Methods of cooking – baking, boiling.
* Knife skills.
* WW2 rationing recipes.
* Food preparation skills.
* Cleaning skills.

**History- World War II**

* What is propaganda?
* What happened at Pearl harbour and why did it happen?
* What was it like to be a part of the Dunkirk evacuation in 1940?
* What happened on D-Day and why did it happen?
* What happened during VE day and how were people feeling?

**Music Haydn rap, Healthy rap**

* Notation**-**Simple stave**,** Crotchet**,** Quaver**,** Crotchet rest

Sing**-**Songs in German Grün, grün, grün(sing-up)**,** Haydn: “Deutschland über alles”

Perform**-**Melody on keyboard or own instrument**,**chords or bass line

* Vocab **-**Crotchet, Quaver**,** Crotchet rest**,** Dynamics**,** Pattern**,** Melody

Repetition / change

* Listen: composers, history, context.

Haydn: Surprise, Clock sym.

* Compose

play whole melody

Add bass / chords

Compose more than 4 bar melody.

* Notation

To notate the rap’s structure, eg. Intro, verse, chorus

Vocab -Structure, Intro, verse, chorus, bridge