**Year 6 Summer 1 Curriculum Overview**

|  |  |  |
| --- | --- | --- |
| **Grow Independence**  Begin to use influencers to help guide our own style, opinion and choice. | **Contribute to Communities**  Design high quality textiles that could be given to local charity shops | **Promote Physical and Mental Health**  Increase our level of exercise by going out every day for a pulse raiser exercise linking to biology. |
| https://media5.picsearch.com/is?7P_1HFEKKpCE3yiShmiOoI8B3fvnFpllkrFYsuGPDa8&height=264https://media3.picsearch.com/is?0z7repMYD4wWyqcLl5NO42qQdkdTZnq9ixQK0mWNjqc&height=341  **Topic:** Broadway | | |
| **Continuous Provision:** Computing: choose the most suitable applications and devices for the purposes of communication.  Use many of the advanced features in order to create high quality, professional or efficient communications.  Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. | | |
| **As design technologists we will:**   * Design and make costumes for the end of year productionby creating objects that employ a seam allowance.   • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).  • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles. | **As scientists we will: (OL)**  Physics - To understand light and that light appears to travel in straight lines  Physics - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light  Chemistry - Investigate materials  Biology - Recognise the importance of diet, exercise, drugs and lifestyles on the way the human body functions  Biology - Describe the way nutrients and water are transported within animals including humans. | **In PE we will (OL):**  Athletics  • Strike a bowled or volleyed ball with accuracy.  • Combine sprinting with low hurdles over 60 metres.  • Choose the best place for running over a variety of distances.  • Throw accurately and refine performance by analysing technique and body shape.  • Show control in take off and landings when jumping.  • Compete with others and keep track of personal best performances, |
| **In RE we will:**  . | **As artists we will:**  • Learn about awesome artist Giuseppe Arcimboldo and his Summer, 1573, oil on  canvas, Louvre, Paris, France.  Design a replica of his Summer, 1573, oil on  canvas, Louvre, Paris, France and create artwork with precise techniques.  • Use Giuseppe to begin our design for our costumes where we choose from a range of stitching techniques.  • Combine previously learned techniques to create pieces. | **As computer technologists we will:**  • Set IF conditions for movements. Specify types of rotation giving the number of degrees.  • Change the position of objects between screen layers (send to back, bring to front).  • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.  • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.  • Use lists to create a set of variables.   * Our finished product will be an animated version of our designs on a catwalk. |
| **Whole Class Reading Text:**  Finish Wolf Brother  Hacker by Malorie Blackman | **Talk4Writing Genres (English):**  Suspense  Discussion | **Talk4Writing Genres (Cross Curric):**  Diary writing  Characterization |
| **In PSHE (Thrive) we will:**   * How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed * The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online * How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health * The importance of seeking support if feeling lonely or excluded * That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include the * Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others | | |