



## Curriculum Information - Year 6

### Summer term 2: 3<sup>rd</sup> June – 21<sup>st</sup> July

Dear Parents/Carers,

This half term our topics are: World War 2, Our World in the Future.

The children will be completing learning related to this topic in: English, History, Geography, Guided Reading, Music and Art. All other lessons will be taught discreetly.

<b>English</b>	In English this half term, children will study: Discussion text - Core text: In Search of Safety: Children and the Refugee Crisis in Europe – A Teaching Resource by UNICEF United Kingdom
<b>Maths</b>	Our maths learning this half term will focus on: consolidating previous learning, constructing our own pie charts and KS3 maths preparation.
<b>Science</b>	<p>In Science this half term, we will be learning about: <b>electricity</b>.</p> <p>In this unit pupils will:</p> <p>Describe the function of key electrical components and explain how the models used in the lesson represent these.</p> <p>Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components.</p> <p>Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.</p> <p>Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred.</p> <p>Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness.</p> <p>Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.</p> <p>Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.</p> <p>Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.</p> <p>When <b>working scientifically</b>, pupils who are secure will be able to:</p> <p>Draw circuit diagrams with straight lines and using standard circuit symbols.</p> <p>Design a results table with an appropriate number of columns and headings with units.</p> <p>Identify the changed, measured and control variables in an enquiry to plan a method.</p>
<b>PE</b>	This half term children will be looking at:

	<p><b>Rounders</b> - Children will learn to: develop the bowling action and understand the role of the bowler, develop batting technique, make decisions about where and when to send the ball to stump a batter out, develop a variety of fielding techniques and when to use them in a game and apply the rules and skills they have learnt in a series of games.</p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>• I can perform safe self-rescue in different water-based situations.</li> </ul>
<p><b>RE</b></p>	<p>Our topics this half term will be:</p> <p><b>Topic 8 – Healing</b> Who needs healing? <b>Prior learning:</b> God’s rules for living freely and responsibly – the Commandments <b>This Topic: learning outcomes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• When people become sick and need care – <b>Explore</b></li> <li>• The Sacrament of the Anointing of the Sick – <b>Reveal</b></li> <li>• Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>World View - Hinduism</b> – Karma</p> <p><b>Topic 9 - Common Good</b> How can we work together to build a just and fair world? <b>Prior learning:</b> the Church is called to stewardship of creation. <b>This Topic: learning outcomes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• Justice for the good of all – <b>Explore</b></li> <li>• The work which Christians do for the common good of all – <b>Reveal</b></li> <li>• Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul>
<p><b>Catholic Social Teaching</b> <b>ROOTED IN LOVE</b></p>	<p><b>Human Dignity</b> Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.</p>
<p><b>History</b> <b>Geography</b> <b>Arts</b> <b>Computing</b></p>	<p><b>History</b> - In this unit, the children will research and learn about: <b>What was the impact of WW2 on British people?</b> Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the causes of World War 2.</li> <li>• Identify the different phases in the Battle of Britain.</li> <li>• Make inferences and deductions about a photograph.</li> <li>• Describe how children may have felt when evacuated.</li> <li>• Evaluate the accuracy and reliability of sources.</li> <li>• Describe the impact WW2 had on women’s lives.</li> </ul> <p><b>Geography – Our World in the Future</b> describe and understand key aspects of: – physical geography</p>

	<p>– human geography learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Art – Soldier collage artwork Computing – Staying safe online &amp; being aware of social media Music – Mrs Kee will continue to teach music linked to the topic and the end of year production.</p>
<b>RSHE</b>	<p><b>Unit 4- Life Cycles</b> <b>Session 3:</b> Menstruation <b>Session 4:</b> Hope Beyond Death <b>Session 2:</b> Coping with Change</p> <p><b>Unit 1- Religious Understanding</b> <b>Session 1:</b> God Calling you</p> <p><b>Unit 2- Personal Relationships</b> <b>Session 1:</b> Under pressure <b>Session 2:</b> Do You Want a Piece of Cake? <b>Session 3:</b> Self – Talk <b>Session 4:</b> Build Others Up Classroom Shorts</p> <p><b>Unit 1- Religious Understanding</b> <b>Session 1:</b> The Trinity <b>Session 2:</b> Catholic Social Teaching</p> <p><b>Unit 2- Living in the Wider World</b> <b>Session 1:</b> Reaching Out <b>Session 2:</b> The World of Work Classroom Shorts <b>Session 3:</b> Money and Me Classroom Shorts</p>
<b>Home Learning</b>	<p>Daily Reading – 20 minutes (Boom Reader to be updated) Weekly spelling activity Google Classroom – activity set by class teacher Times Tables Rock Stars – 20 minutes 3x per week Share the weekly Wednesday word Gospel reading with your child. Complete the age-appropriate activities. Use the discussion questions to talk about the Gospel reading.</p>

Children will need to wear their PE kits to school on Thursdays for PE and LOTC and Swimming kits on Monday.

Children do not need pencil cases, we have stationary packs in school.

**Continue to check the school newsletter, website and Facebook page for important dates and information.**

Should you have any questions or anything you wish to discuss, please email [year6@holyfamily.herts.sch.uk](mailto:year6@holyfamily.herts.sch.uk) or [admin@holyfamily.herts.sch.uk](mailto:admin@holyfamily.herts.sch.uk) or phone the school to make a telephone appointment.

Thank you for your continued support.

Mrs Kelly