

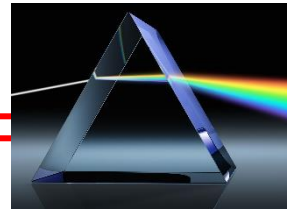


Kingsley CP Curriculum Overview

Year 6 Summer 1

Science:

In Science, we will be learning about 'Light'. We will explore the concept that light enables us to see things; we will investigate how light travels in straight lines, reflecting from surfaces and into the person's eye. As part of this topic, we will also explore how and why shadows are cast, as well as learning about key individuals involved in key discoveries within 'light', such as Isaac Newton.



Key knowledge:

- I can recognise that light appears to travel in straight lines.
- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Key vocabulary:

reflection
refraction
prism
visible spectrum
prism
shadow
transparent
translucent
opaque

Art

In Art, we will be focusing on developing our painting skills; this time, we will be using oil painting and learning about the expressionist methods. One of the artists we will be exploring is Mike Savlen, whose favoured themes for painting are fish and marine life. As well as creating texture using the oil paints, we will be looking at add texture with collage.

Key vocabulary:

shades
tones
complementary colours
blocking
layering
texture
primary colours
secondary colours
mixed media

Key knowledge:

- I can control the types of marks made and experiment with different effects e.g. colour blocking, washes and thickened paint to create texture.
- I can mix colours, shades and tones with confidence.
- I can adapt my work as I go.
- I can identify how I might develop my work further..
- I can annotate my work in my sketchbook.



Geography:

In Geography, we will be preparing for our visit to London in June! Using a range of maps (tube maps, OS maps, Google maps), we will be planning routes to and between different places we will be visiting. Whilst in London, we will be testing out our planned routes to see if they take us to the correct places! Also, we will be carrying out fieldwork activities, such as sketches of the local area and exploring the human and physical features of different locations.

Key vocabulary

human geography
physical geography
fieldwork
route
Ordnance survey map
grid references
map symbols
sketch map
field plan



Key knowledge:

- I can use a variety of maps to locate key places within a capital city.
- I can use the eight points of a compass and four and six-figure grid references to build knowledge of locations within London.
- I can produce sketch maps and field plans of areas within London.
- I can observe physical and human features in London; I can complete an investigation where measuring and recording is involved.

Religious Education

In Religious Education, we are continuing developing our understanding of different religions and the similarities and differences between them. This half term, following from our exploration on the role religion can play in the community, we are exploring the differences within Christianity, both locally and globally.

Key knowledge:

- I can explain how history and culture can influence an individual and how some people question these influences.
- I can discuss issues about community cohesion and demonstrate understanding of different views.
- I can develop insight and start to analyse the impact of diversity within a community.



Key vocabulary

Christianity
locally
globally
diversity
community cohesion
worship
Eucharist
Protestant
Catholic
Anglican
Non-conformist
Taize

Computing

In Computing, we will be developing our abilities on programming games using 'Scratch'. We will be following the 'use-modify-create' model. To begin with, we will explore existing games and experiment with changing variables. Before planning and programming our own game, we will edit and enhance examples of existing games through modifying their variables.

Key knowledge:

- I can create animations in 'Scratch'.
- I can code and program a series of instructions.
- I can plan and produce an interactive game.
- I can debug programs.
- I can save and retrieve my work in progress.
- I can use technology safely, respectfully, and responsibly.



Key vocabulary

programming
coding
debugging
save
retrieve
network
device
security
download

Physical Education

In Physical Education during Summer 1, we will be developing our individual ball control and hitting accuracy through tennis-based activities. We will be developing our knowledge of tennis skills (e.g., different shots) and rules, so we can begin to officiate games. Children will also be developing their athletic abilities in jumping, sprinting, longer distance running and throwing - developing strength, strategy, technique and power.



Key vocabulary

match
set
movement
'love all'
first point 15, second point 30,
third point 40, fourth point game
umpire
teamwork
technique
skill
pace

Key knowledge:

- I can develop my coordination and my agility when moving around the court and when hitting the ball with the racket.
- I can use forehand and backhand with a racket.
- I can outline the key rules of tennis.
- I can adapt my pace to suit the distance/ conditions.
- I can maintain good technique and speed when running.
- I can use appropriate technique and power when throwing (sling throw, heave throw).
- I can perform the long jump and triple jump.

MFL

In French this half term, we will be developing our knowledge, understanding and linguistic skills through café culture! We will learn how to navigate a menu and how to place an order in a café. We will learn about how it is common for people to sit and converse whilst having a coffee, therefore will be practising our two-way conversation skills.

Key knowledge:

- I can recall and use familiar personal information questions and answers to create a simple dialogue with a friend.
- I can understand, say and ask politely for snacks and drinks in a French café.
- I can listen to and understand some information from a short café culture podcast.
- I can participate in a spoken performance of a humorous café sketch.
- I know some facts about a typical French restaurant and menu.



Key vocabulary

J'aime - I like

J'adore - I love

Je n'aime pas - I don't like

Je voudrais - I would like

Je prendrais - I will take

Vous désirez? - What would you like?

Quelles sont tes choses préférées?

- What are your favourite things?

D'accord - That's fine

Music

In Music, we will be exploring the music of a range of female artists, with the theme of 'Music and Me'. We will listen to different genres which include rap, electronic and acoustic music. As well as listening to the artists' music, we will learn about the artists themselves and what inspired them to make their music. Using their influences, we will create our own, using elements of the example music.

Key vocabulary

gender

racism

rap

lyrics

turntablist

DJing

producer

Electronic

Acoustic

composition

Key knowledge:

- I can identify instrumental sounds.
- I can identify the impact of creating and performing music on the musicians themselves.
- I can include influences of the music of others in my own creative piece.
- I can perform, share and present my own composition.

