

**Maths** – SO CLICs 13 – 18 CLIC delivered for 20mins at the beginning of each lesson.  
 AB CLICs 10 - 20  
 JW CLICs 6 - 8



SAFE: Fractions of a Whole, of a Set, Counting, Learn Its Percentages and Ratio

**Science** – Circulatory system (Blood Heart)  
 Understanding the components of the heart  
 Understanding how blood flows through the human body  
 Function of the heart and its different parts  
 Function of the lungs  
 Researching famous scientist Dr William Harvey  
 Measuring our heart rates and creating line graphs



**Reading** – SFA differentiated groups

**Writing** – Pig Heart Boy  
 Monologues  
 Balanced arguments  
 News Broadcast  
 Diary Entries  
 Letters  
 Dialogue and direct speech  
 Hot Seating



**Phonics** – None; however, speech and language support is in place for children in year who require it.

**French** – Duolingo  
 Greetings/Introducing yourself:  
 Listen and respond to simple rhymes, stories and songs; recognise and respond to sound patterns and word; perform simple communicative tasks using single words, phrases and short sentences.  
 Games and songs:  
 Recognise some familiar words in written form; make links between some phonemes, rhymes and spellings, and read aloud familiar words; experiment with writing simple words.  
 Celebrations:  
 Learn about the different languages spoken by children in the school; locate country/countries where the language is spoken; identify social conventions at home and in other cultures



**Design Technology** – What is blood?  
 What is it made up of?  
 Make your own blood – showing each of the different elements

**Computing** – Programming – Variables in games  
 Introducing variables, variables in programming, improving a game, design a game, design a code and improve and share.

**E-Safety** – I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me

I can identify a range of ways to report concerns both in school and at home about online bullying.

**Cognition**  
**Maths, Science, DT and Computing.**

**Language and Communication**  
**Reading, Writing, Phonics, French**



**History** – Shakespeare  
 Who was he? Where did he grow up? Describe where in the United Kingdom he lived? How long ago was this? Who were the monarchs at the time? List some of his plays.

Describe what is meant by culture and pastimes.  
 List popular pastimes when Shakespeare was alive.  
 Name some places that actors travelled to around England to perform his plays.

**Geography** –  
 Locate the world's countries, with a focus on North and South America and countries of particular interest to pupils  
 North America: Mountains  
 Locate the geographic zones of the world  
 Describe and understand key aspects of physical geography, including biomes and vegetation belts.  
 Grassland Biome  
 Tundra Biome  
 Taiga Biome



**Humanities**  
**History, Geography and RE**

**Expressive Arts**  
**Music and Art**

**Music**  
 “Reflect, Rewind and Replay” –  
 We will consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities.

**Art** – Leonardo Da Vinci  
 What materials were used to create this scientific illustration? What techniques can you observe that build depth and form in this drawing? Why were Da Vinci's observations and illustrations so helpful to the field of medicine?

**Year 6**  
**Summer 2**

**Health and Lifestyle**  
**PHSE, PE, SMSC**



**PSHE** – (SCARF) ‘Growing and Changing’  
 Is this normal – looking at Puberty, discussing how to manage change successfully, understanding gender stereotypes, discussing life choices, delving into the world of media manipulation and making babies.

**PE** – Cricket, athletics

**SMSC** – Resilience, transition to high school

**Religious Education** – (Twinkl)

‘Humanism’  
 Explain the difference between a religious and nonreligious worldview.  
 Name humanist thinkers.  
 Identify the main ideas behind Humanism’  
 Be able to explain what the Happy Human symbol represents.

