

## Latimer Curriculum Information for Parents: Year 6

Subject	Autumn Term	Spring Term	Summer Term
Science	<p><b>Evolution and Inheritance</b> In science we will be exploring evolution and inheritance and will be thinking about how creatures evolve to adapt to their environment. We will also be learning about Charles Darwin and his contribution to the theory of evolution.</p> <p><b>Living Things and their Habitats</b> Children will describe how living things are classified into groups according to observable characteristics based on similarities and differences, including micro-organisms, plants and animals.</p>	<p><b>Animals including Humans</b> This term children will name the main parts of the human circulatory system, and know functions of the heart, blood vessels and blood. While conducting various experiments and tests, they will learn the impact of diet, exercise, drugs and lifestyle on how their bodies work, including the ways in which nutrients and water are transported within animals.</p> <p><b>Light</b> - Children will learn that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye from light sources.</p>	<p><b>Electricity</b> We will be able to use recognised symbols when representing a simple circuit in a diagram. And children will be able to link the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and the on/off position of switches.</p>
PSHE	<p><b>Mental Health and wellbeing, Anti-Bullying, Body image and self esteem</b> Looking after our mental health is very important. We will learn how to look after our mental how and the challenges and changes we may face regarding our mental health and wellbeing.</p> <p>Throughout our Anti-Bullying topic we will recap the definition of bullying and understand the role of a bystander in different situations and the impact that a bystander can have. We will look at what we perceive as appearance ideals, where these perceptions come from and why we can make unrealistic comparisons to online and media images.</p>	<p><b>Keeping safe and managing risk, including careers and finance and Substance education.</b> During this term, we will learn about the various feelings children experience while being out and about in the local area with increasing independence. They will be able to recognising and responding to peer pressure and understand the consequences of anti-social behaviour. This also links into understanding risks and how risky different, everyday activities are. Children will learn if is risk is worth taking, how this relates to gambling and the emotional effects on people who take risks. Finally children will look at various substances and their effects on our bodies, including or mental health.</p>	<p><b>Relationships and sex education (RSE)</b> During this RSE topic we will consider puberty and reproduction, Physical and emotional behaviour in relationships, The process of conception and pregnancy and finally we will T explore positive and negative ways of communicating in a relationship</p> <p><b>Identity, Society and Democracy</b> - Children will research and understand the term 'Human rights' and discuss the UN Convention on the Rights of the Child and how this is relevant to them. They will identify why people move to different areas from other places and how this can link to homelessness.</p>
PE	<p><b>SAQ</b> - Focus will be on enhancing speed, agility and quickness.</p> <p><b>Fitness</b> - Pupils will learn different components of fitness; speed, stamina, strength.</p> <p><b>Gymnastics</b> - pupils will learn straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, and cartwheel.</p> <p><b>Netball</b> - To think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p><b>Tennis</b> - develop understanding of the principles of net and wall games.</p> <p><b>Dance</b> - To develop an idea or theme into dance choreography using formations, and timing, dynamics.</p> <p><b>Hockey</b> - Develop understanding of attacking and defending principles of invasion games.</p> <p><b>Gymnastics</b> – Building from previous learning, children will work safely and collaboratively.</p>	<p><b>Athletics</b> - In athletic activities, pupils think how to achieve their greatest possible speed, distance or accuracy, learning how to persevere to achieve their personal best</p> <p><b>Orienteering</b> Pupils develop map reading skills, learning how to follow a more complex map.</p> <p><b>Rounders</b> - Pupils develop their understanding of the principles of striking and fielding.</p> <p><b>Swimming</b> - Focus on swimming more fluently and with increased confidence and control.</p>
Computing	<p><b>E safety and Communication and collaboration</b> During ICT sessions we will discuss the risk of using online-platforms and how we can reduce these risks. Children will then explore how data is transferred over the internet and how the internet facilitates online communication and collaboration.</p>	<p><b>Variables in games</b> - This unit explores the concept of variables in programming through games in Scratch. Learners will find out what variables are and relate them to real-world examples of values that can be set and changed, before they create their own project.</p> <p><b>3D modelling</b> - Learners will develop their knowledge and understanding of using a computer to produce 3D models culminating in creating a 3D desk tidy.</p>	<p><b>Sensing movement</b> Pupils will be introduced to the micro: bit as an input, process, output device that can be programmed. Pupils will familiarise themselves with the device itself and the programming environment, before creating their own programs. They will then run their programs on the device.</p>
RE	<p><b>How do festivals and family life show what matters to the Jewish community?</b> This term we will explore Judaism and find out about some of the traditions, beliefs and celebrations that belong to a faith community and how they celebrate sacred times.</p> <p><b>Why do Christians believe Jesus was the Messiah?</b> – Children will learn the differences in Jewish and Christian beliefs and how Christians put their beliefs into practice.</p>	<p><b>Race and Diversity</b> Using different resources children will understand that many people hold incorrect stereotypes about the people who belong to different religions. They will be able to explain how religious sources are used to provide an answer to the issues of racism. We will also describe what inspired and influenced Rosa Parks in her fight against racial injustice.</p>	<p><b>What matters most to humanists and Christians?</b> - This Year 6 unit explores why people are good or bad, focusing on values like fairness, forgiveness, and peace. Students will compare Christian and Humanist beliefs, reflect on their own values, and recognize that different people prioritize different principles. The unit emphasizes that while peace is valued by both groups, achieving it can be challenging, deepening students' understanding of ethics.</p>
Geography	<p><b>Locational Concept Knowledge (coast and rivers in the UK)</b> Children will research how rivers are used and if climate change links to flooding using recent Leicestershire data.</p> <p>To link in to our residential in Norfolk, we will also investigate what costal erosion is and the impact this can have on the coast line.</p>	<p><b>Movement of People</b> We will understand the terms, emigration, Immigration and Migration and research reasons why people leave their home countries. Children will learn about the differences between refugees, migrants and asylum seekers and using statistical data, newspaper reports and websites they will investigate how the growing population affects the world?</p>	
History	<p><b>WWII and Winston Churchill</b> We will be discussing the use of primary and secondary sources to understand the events of World War II and the most significant aspects throughout this time including evacuees, The Blitz and the Holocaust. We will then research information about Winston Churchill to determine why his speeches were so instrumental in boosting Britain's moral.</p>		<p><b>Why is Leicester so multicultural?</b> During this topic children will refer back to their understanding of the term migration (previous learning from geography unit), and the Roman empire (Year 4) This will help to understand the resources that were in Britain that encouraged people to migrate and consider what it is to 'be British.'</p>
Art & Design	<p><b>2D drawing to 3D making</b> Children will research and investigate how can we transform 2d drawings into 3d objects? Pupils will use sketch books to make visual notes, jot down ideas to plan their final piece and will develop techniques, including their control and their use of various materials.</p>	<p><b>Activism</b> - Children will be introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. Children will then design and create their own posters using collage, print and drawing.</p>	<p><b>Brave Colour</b> - In this topic, pupils are enabled to explore colour in a very personal and intuitive way. Children will explore the work of installation artists who use colour, light and form to create immersive environments and imagine what it might be like to be in those environments, sharing their thoughts with others. They will use sketchbooks to explore various colour ways. Finally, they will plan, create and evaluate their own artwork.</p>
Design & Technology	<p><b>Building a water wall</b> Children will be making a water wall for a pupil in EYFS which moves water using recycled materials. Children will research and Investigate water walls and pulleys, design devising their own criteria, develop ideas, create annotated drawings and prototypes and then evaluate the final product.</p>	<p><b>Cooking – Meze</b> Children will understand and apply the principles of a healthy and varied diet through preparing and cooking a variety of meze dishes (Tzatziki, Tabbouleh, Baba Ghanoush, Kofta; savoury and dips)using a range of cooking techniques. They will learn where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Build – Electrical toy</b> Children will make a card which operates using an electrical circuit for a friend/member of their family. They will learn the process of design, understand the user and purpose in everyday examples and apply their knowledge of electrical systems: circuits, batteries, bulbs, buzzers and motors to create their design. They will then evaluate their product.</p>
Music	<p><b>Pulse and Voice</b> Children will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of timbres of body percussion and voice. In small groups, children will create a piece in 5/4 time signature, built around several composed ostinato patterns.</p>	<p><b>Rhythm and Pitch</b> - In these units, children will have opportunities to perform as individuals and in groups, working with tuned and untuned instruments. They will explore graphic scores and discuss how they compare to using formal notation. Understanding of musical elements such as texture, timbre and dynamics will be developed as the children create and conduct short performances culminating in constructive self and peer assessment.</p>	<p><b>20<sup>th</sup> century music</b> In this unit, pupils will learn the key features of Hip Hop, Minimalism and Wartime (swing) music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p>
French	<p>During the academic year, pupils in year 6 will learn: Children will translate short passages, with the support of French English dictionaries. Children will learn how to say the alphabet in French, using it to spell a wider range of nouns, such as body parts, weather or school specific vocabulary. They will learn to count up to 100, spelling and pronouncing most numbers correctly and experiment with accuracy in pronunciation, using a French accent. Children will develop the use of written accents, circumflex and cedilla, when writing words and they will give their opinions on a range of topics identifying the preferences of others. Children will learn how to write a short description of themselves, using adjectives of size and colour. Finally, they will begin to recognise some French verbs in different forms (conjunctions) – such as 'avoir' and 'etre' (present tense).</p>		

