

Year 6 Half Termly Learning Journey: Summer 1

Week	1	2	3	4	5	6
Overall theme	Extreme Earth					
Science	To learn about a famous Scientist – Carl Linneaus	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.			Give reasons for classifying plants and animals based on specific characteristics.	
Working Scientifically	Group and classify animals and plants in the local environment. Research unfamiliar animals and plants and classify Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs					
Art	No Art this half term					
Computing	<u>Using Technology Safely</u>	No Computing this half term				
Design Technology	No Design and Technology this half term					
MFL French	To learn about café culture words	To know the name of snacks and drinks	To take part in café role play	To take part in a sketch about a café	To know some facts about favourite French meals	To be able to follow a story about going to a restaurant

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Geography	Children develop an understanding of the key features and processes involved in earthquakes and volcanoes and evaluate the impact on human activity.	Children continue to develop their understanding of and ability to use a range of maps to investigate physical processes and features. They organise and present information, evaluating own observations, comparing with others and making conclusions. They draw thematic maps and use 6 figure grid reference to describe position.	Children will use fieldwork to study the human and physical features of other countries. Understand the eight compass points and begin to use them to follow routes. Secure use of left/right from any perspective. Children will engage in guided enquiries and suggest own questions for enquiry. Children will be able to generate more complete maps and recording of the physical and human features they have seen and transfer these to digital technologies.			
History	No History this half term.					
Music	No Music this half term.					
PE	To perform running techniques for short and long distances. To perform a push and pull throw.	To take off and land one foot to one foot. To perform a pull throw. To develop running for a distance.	To take off and land one foot to two. To perform a push throw. To develop running for speed.	To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques t different speeds.	To take off and land using hop, step and jump. To perform a heave throw. To develop running techniques.	To take part in an athletics event and record times and distances.
	To demonstrate bowling underarm with accuracy. To catch a ball when fielding.	To strike a ball with a bat. To throw a ball overarm when fielding.	To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee.	To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game.	To demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game.	To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game.

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RE Islam What is Hajj and why is it important to Muslims?	<p>Shared Human Experience</p> <p>Make a list of achievements within the last 12 months. Look at a range of people with different guidance roles. Ask pupils to think about the type of guidance they might gain from each about how to get through the journey of life. Discuss why humans might need the support of others during the journey of life.</p>	<p>Beliefs and Values</p> <p>Discuss how the Five Pillars link and how each pillar helps to support and guide a Muslim to live their life the correct way. Explore why the Ummah is important to Muslims and how Muslims can support each other in times of difficulty. (e.g. during difficult times such as fasting (Sawm), the Ummah provide support as everyone else is also struggling it gives a feeling of community and togetherness). This can be developed by showing pupils pictures of Muslims from around the world, demonstrating unity in diversity.</p>		<p>Living Religious Traditions</p> <p>Pupils to reflect on why it is important for a Muslim to complete hajj. Pupils could glue a picture of the Ka'ba in the middle of a page and write down all the feelings a Hajji may have around the outside. Deeper learning could explore the concept of intention and what it means for those unable to make the pilgrimage (the belief that they are still rewarded by Allah because with a pure heart they fully intended to go but restrictions such as financial or physical difficulties they were unable to.) Write a Hajj diary – including the experiences, emotions and personal reflections of a Hajji (this could be used as an assessment task)</p>		<p>Search for Personal Meaning</p> <p>Pupils to make a journey map with photographs or pictures of their lives so far, plotting all the important events and achievements. Pupils to continue their journey map plotting out their hopes for the future and what help, support or guidance they will need along the way.</p>
Collective Worship	<ul style="list-style-type: none"> • Being patient with others and yourself • Letting go of mistakes • Looking forward to the future • Ramadan 			<ul style="list-style-type: none"> • Eid • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 		
PSHE Relationships	R13/16/17 - To recognise and challenge stereotypes	R11 - Working collaboratively towards shared goals	R10 - Valuing difference	R12 - Negotiation and compromise to resolve disputes	R14/R18 - Discrimination	R15 - Recognise and manage dares R21 - Personal boundaries and privacy
Values	Patience					
SMSC	Democracy					