










Year 6 Summer 1 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Rules and Regulations Athletics	
Science 	Electricity	<ul style="list-style-type: none"> Describe the function of key electrical components and explain how the models used in the lesson represent these. Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components. Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance. Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness. 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. Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. 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>Working Scientifically</p> <ul style="list-style-type: none"> Draw circuit diagrams with straight lines and using standard circuit symbols. Design a results table with an appropriate number of columns and headings with units. Identify the changed, measured and control variables in an enquiry to plan a method.
RE 	Justice through a Humanist and Christian approach	<ul style="list-style-type: none"> I can describe clearly, in simple terms, the meaning of the concept of justice. I can begin to express ideas about the benefits of justice within the Humanist approach and Christianity. I can retell the key parts of the Christianity in relation to justice. I can begin to identify why Jesus and justice is important for Christians. I can compare similarities and differences with my views on justice and those of the Humanist approach and Christianity. I can express my view on the importance/value of justice. I can identify the importance of justice to the world around me. I can express whether an understanding of the concept of justice is important to me and why I think it might be important to others. I can describe simple examples of how responses to the concept of justice relates to my own life and the lives of others.
PSHE 	Relationships:	<ul style="list-style-type: none"> I can identify ways to participate effectively in discussions both in person and online. I can explain how to manage conflict or disagreements. I can identify how to seek help if I am worried or upset. <p>Living in the wider world:</p> <ul style="list-style-type: none"> I can explain what financial risks mean I can identify common risks associated with money. I can explain how to seek help if I am concerned about money. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> I can explain changes that may occur in life and that these changes can lead people to experience feelings of loss or grief. I can identify strategies that can help someone cope with feelings caused by change or loss. I can identify how to ask for help to support with loss, grief or other aspects of change. I can explain personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes

		<ul style="list-style-type: none"> • I can explain that for some people their gender identity does not correspond with their biological sex • I can recognise, respect and express mine and others' individuality and personal qualities.
Art 	Drawing, painting and sculpting	<ul style="list-style-type: none"> • I can draw shapes, objects and scenes with accuracy and including detail. • I can mix secondary and tertiary colours with purpose. • I have the brush control to create curves and shapes and choose the appropriate brush for the task. • I can create and use textures with purpose (pencil, paint, charcoal and clay). • I know how to print onto different materials using at least four colours. • I know how to sculpt clay and other mouldable materials. • I know how to create an accurate print design following a given criteria. • I know how to overprint to create different patterns. •
History 	Windrush Generation	<ul style="list-style-type: none"> • I can give examples of the problems that Britain faced at the end of World War Two. • I can explain why Britain needed 1.3 million workers to rebuild the country and to fill skilled positions. • I can suggest ideas for what might be the best option for rebuilding the country. • I can name the countries where people migrated to Britain from as part of the rebuilding Britain programme. • I can give examples of why people wanted to move to Britain. • I know that people started arriving from the Caribbean in 1948 by ship with high expectations of what life would be like in Britain. • I can give examples of the problems that people faced when they arrived from the Caribbean. • I can analyse and interpret a first-hand account to answer questions with evidence. • I can explain why it is important to commemorate the Windrush Generation and give examples of the impact they have had on modern Britain.
Computing 	Digital Literacy: <ul style="list-style-type: none"> • I know why passwords are used • I know that passwords need to be strong • I can use strategies to create passwords • I can manage passwords using a strategy • I can use strong passwords I have created on a range of online services • I can explain some emails are not genuine • I know where spam emails may be found Information Technology: <ul style="list-style-type: none"> • I can explore a range of websites and compare media used • I know features of a website • I know and can explain what copyright means • I know what is meant by the term 'fair use' • I can design and create a website 	
Music 	Reggae and Caribbean	<ul style="list-style-type: none"> • I understand how simple chords (triads) are formed and how they can be major or minor. • I understand how dynamics are used for a purpose. • I know that a polyrhythm is many layers of rhythms played at the same time. • I can recognise polyrhythms. • I know and recognise different structures used by composers and genres. • I understand how texture can be used for a purpose. • I understand how textures can be contrasted for effect. • I know a wider range of notation e.g. Chord charts, TAB • I can sing more complex songs including simple harmony parts and maintain own part where appropriate within a group performance. • I can play confidently demonstrating musical quality e.g. clear starts and ends, phrases, technical accuracy.

		<ul style="list-style-type: none"> • I can read and perform from a range of different notation • I can use different kinds of notations to record and create • I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
<p>French</p> 	<p>Manger et Bouger</p>	<ul style="list-style-type: none"> • I can say and write what we eat and drink to stay healthy in French • I can say and write what we do not eat and drink to stay healthy in French • I can say and write examples of activities we do to stay in shape in French • I can say and write examples of activities that do not help us to stay in shape in French. • I can use the negative form to talk and write about the things we do not eat and do not do in French. • I can start to use the imperative form (to give instructions) in French.