










## Year 6 Summer 2 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
<b>PE</b> 	<b>Net and Wall</b>  <b>Striking and Fielding</b>	
<b>Science</b> 	<b>Animals and Circulation</b>	<ul style="list-style-type: none"> <li>I can identify and name the main parts of the human circulatory system</li> <li>I can describe the functions of the heart, blood vessels and blood</li> <li>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>I can describe the ways in which nutrients and water are transported within animals including humans</li> <li>I can understand how the circulatory system enables the body to function</li> <li>I can understand how bodies might be damaged – including how some drugs and other substances can be harmful to the human body</li> <li>I can explore the scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</li> </ul>
<b>RE</b> 	<b>Stewardship (Humanist Approach)</b>	<ul style="list-style-type: none"> <li>I can describe clearly, in simple terms, the meaning of the concept of stewardship.</li> <li>I can begin to express ideas about the benefits of stewardship within the Humanist approach.</li> <li>I can retell the key parts of Humanist beliefs in relation to stewardship.</li> <li>I can begin to identify why stewardship is important for Humanists.</li> <li>I can compare similarities and differences with my views on stewardship and those of the Humanist approach.</li> <li>I can express my view on the importance/value of stewardship.</li> <li>I can identify the importance of stewardship to the world around me.</li> <li>I can express whether an understanding of the concept of stewardship is important to me and why I think it might be important to others.</li> <li>I can describe simple examples of how responses to the concept of stewardship relates to my own life and the lives of others.</li> </ul>
<b>PSHE</b> 	<b>Relationships:</b> <ul style="list-style-type: none"> <li>I can identify potential risks of personal information being misused by others.</li> <li>I can identify strategies for dealing with requests for personal information.</li> <li>I can explain what types of images and personal information would be okay to share and with who.</li> <li>I can explain what to if I am worried or upset about personal information and how to report misuse of personal information.</li> </ul> <b>Living in the wider world:</b> <ul style="list-style-type: none"> <li>I can explain the term critical consumer and why it is important to be one.</li> <li>I can explain how companies may try to influence people to buy their products.</li> </ul> <b>Health and wellbeing:</b> <ul style="list-style-type: none"> <li>I can explain how the transition to secondary school may affect my feelings and how to seek support.</li> <li>I can explain that relationships may change as I grow or move up to secondary school.</li> <li>I can identify practical strategies that can help my manage times of change and transition.</li> <li>I can explain the process of human reproduction.</li> <li>I can explain how to seek support if I am worried or concerned about human reproduction.</li> </ul>	
<b>DT</b> 	<b>Make do and Mend</b>	<ul style="list-style-type: none"> <li>I can give examples of how different people, designers and brands have upcycled items of clothing. Including Selina Sanders.</li> <li>I can create different designs that use the materials I have been given.</li> <li>I can use exploded diagrams to show different levels of detail with my design.</li> <li>I can select or reuse a fastening for a purpose.</li> <li>I can create a paper prototype of my design to turn into pattern pieces.</li> <li>I can accurately cut my pattern pieces.</li> <li>I can use a range of appropriate stitches to hold my design together securely.</li> <li>I can add decorative detail to make my product appealing.</li> <li>I can evaluate my product for purpose and visual appeal</li> </ul>
<b>Geography</b>	<b>Coasts</b>	<ul style="list-style-type: none"> <li>I can explain what a time zone is and how it links to longitude and latitude.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can explain what is meant by Greenwich Mean Time (GMT) and Coordinated Universal Time (UTC)</li> <li>• I can explain the location of countries linked to time zones.</li> <li>• I can explain what a coast is and the natural characteristics that exist along it.</li> <li>• I can explain how people use the coast for different purposes and how people interact with the coast.</li> <li>• I can explain the different geology of the coast.</li> <li>• I can describe the process of weathering and erosion and explain how they are different.</li> <li>• I can explain how different physical characteristics are formed and to link the features to the processes occurring.</li> <li>• I can explain what longshore drift is using words and diagrams and can say what it creates.</li> <li>• I can understand that the coast needs protecting and how we can do this.</li> <li>• I can locate coastal defence strategies in the real world</li> <li>• I can evaluate the effectiveness of different coastal defence strategies .</li> </ul>
<p>Computing</p> 	<p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• I know what online media is</li> <li>• I know that online media can be used to influence</li> <li>• I know how online media can shape our ideas about identity</li> <li>• I know the meaning of gender messages</li> <li>• I know online media can be used to shape ideas of gender messages</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>• I can create a sports counter and timer using variables on the micro bit</li> <li>• I can write and evaluate code to make the micro bit count activities.</li> <li>• I can use and modify "if...else" statements to control the micro bit.</li> <li>• I can evaluate how well the LED display works for timers and counters.</li> </ul>	
<p>Music</p> 	<p>Chords 1/4/5</p>	<ul style="list-style-type: none"> <li>• I understand how simple chords (triads) are formed and how they can be major or minor.</li> <li>• I understand how dynamics are used for a purpose.</li> <li>• I know that a polyrhythm is many layers of rhythms played at the same time.</li> <li>• I can recognise polyrhythms.</li> <li>• I know and recognise different structures used by composers and genres.</li> <li>• I understand how texture can be used for a purpose.</li> <li>• I understand how textures can be contrasted for effect.</li> <li>• I know a wider range of notation e.g. Chord charts, TAB</li> <li>• I can sing more complex songs including simple harmony parts and maintain own part where appropriate within a group performance.</li> <li>• I can play confidently demonstrating musical quality e.g. clear starts and ends, phrases, technical accuracy.</li> <li>• I can read and perform from a range of different notation</li> <li>• I can use different kinds of notations to record and create</li> <li>• I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</li> </ul>
<p>French</p> 	<p>Moi dans le monde</p>	<ul style="list-style-type: none"> <li>• I can say and spell some countries and their capitals from the French-speaking world.</li> <li>• I can say and write about key celebrations in the French-speaking world.</li> <li>• I can read and understand about the Mardi Gras in Haiti.</li> <li>• I can talk and write about ways I help to protect the planet in French.</li> </ul>