

Curriculum	Y5/6 Summer 1 Learning
English	<p>Pig Heart Boy by Malorie Blackman</p> <p><i>Reading, writing and grammar skills will be taught through these novel studies. At the end of the unit, the children will write a persuasive letter</i></p>
Mathematics	<p>Maths Y6</p> <p>Revision of all areas in preparation for SATs testing</p>
Science	<p>Human Body – Circulatory system</p> <p>Identify and name the main parts of the human circulatory system. Know the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyle on health. Know the ways in which nutrients and water are transported in animals, including humans</p>
PE	<p>Yoga</p> <p>Pupils learn poses that challenge their balance, flexibility and strength. They learn how to use their breath to hold poses, move within poses and transition from pose to pose. Pupils explore how to link poses to create a flow and develop leadership skills to create, refine and lead their own flow</p> <p>.Athletics</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p>
Computing	<p>Networks</p> <p>The aim of these sessions is to provide children with the opportunity to find out more about how networks work, understand computer networks including the Internet, learn how they can provide multiple services, such as the World Wide Web, and explore the opportunities they offer for communication and collaboration</p>
Art	<p>Activism</p> <p>Explore how to share important messages with others through artwork. Create visuals and text which communicate messages. Choose and combine different techniques such as collage, printing and drawing.</p>
RE	<p>Does believing in Akhirah help Muslims lead good lives?</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>
Music	<p>Improvising with confidence</p> <p>Celebrate a wide range of musical styles through; Listening, Singing, Playing Composing and Performing.</p>

PSHE	<p style="text-align: center;">Relationships</p> <p style="text-align: center;">I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>
Wellbeing	<p style="text-align: center;">Healthy body, Healthy brain</p>
Geography	<p style="text-align: center;">Sustainable living</p> <p style="text-align: center;">Know what sustainability is and why it is important. Know how local choices are linked to global issues.</p>
French	<p style="text-align: center;">Monter un café</p> <p style="text-align: center;">Engage in transactional language for a café using familiar questions and language Read and show understanding of a menu Read and understand the gist of an unfamiliar text using familiar language Write and says a complex sentence manipulating familiar language to write about café transactions; maybe using a dictionary</p>