

## Maths

### Statistics

Interpret and construct pie charts and line graphs  
Calculate and interpret the mean as an average

### Ratio & proportion

Describe the relationship between 2 factors in a ratio context  
Use multiplication & division to calculate unknown values  
Identify & describe the relationship between 2 shapes using scale factors and ratios

### Solving problems with two unknowns

Represent problems with 2 unknowns using a bar model  
Explain the values a part/whole model could represent  
Use diagrams to solve a spatial problem  
Find all the possible solutions  
Balance an equation with 2 unknowns

## History

### The Sikh Empire

I can identify how unification around the Sikh Misl Confederacy happened; I can describe the impact of Sikh beliefs on society; I can recognise the significance of Lahore as a trade centre in the Sikh Empire; I can explain the significance of the Maharaja Ranjit Singh and his impact on the Sikh Empire; I can evaluate different historical interpretations of the Sikh Empire; I can identify the significant achievements of the Sikh Empire

### Geography

#### Can I carry out an independent fieldwork?

I can develop an enquiry question; I can determine the most effective data collection methods for fieldwork; I can plan a route for a fieldwork trip; I can collect the data to answer the enquiry question; I can determine an answer to the enquiry question; I can present my findings.

## Relationships Education

**Module One:** Calming the storm; Gifts and Talents; Girls' Bodies; Boys' Bodies; Spots and Sleep; Body Image; Peculiar Feelings; Emotional Changes; Seeing Stuff Online; Making Babies; Menstruation; Hope Beyond Death.

**Module Two:** Build Others Up

**Module Three:** The Holy Trinity; Catholic Social Teaching; Reaching Out

## Spanish

Children will learn the difference between the 2 verbs for 'to be' in Spanish - ser and estar. Children will learn to read and perform a rap and then write an original rap to describe themselves and their hobbies.

## RE

### To the Ends of the Earth

In this unit, children will explore and understand how Christians are called to remain connected to Jesus in their daily lives. They will learn about Mary Magdalene and her encounter with the risen Jesus, reflecting on the importance of faith, recognition and the role of witnesses in sharing the Good News. Pupils will also consider how Jesus appeared to His followers after the Resurrection and what this reveals about belief and trust.

### Dialogue and Encounter

In this unit, children will revisit and focus on the importance of staying close to Jesus. They will study the story of the Road to Emmaus, exploring how the disciples came to recognise Jesus through Scripture and the breaking of bread. Through this, pupils will reflect on how understanding and faith can grow over time, even when something is not immediately clear.

**Our Values: Grateful and Generous; Attentive and Discerning**



## Year 6 Topic Web Summer Term



## English

**Reading Together Time:** The Girl of Ink and Stars by Kiran Millwood Hargrave

**Grammar and Punctuation:** Revision of all areas of the curriculum

**Spelling:** Revision of all areas of the curriculum

**Writing:** Extended writing across a range of genres - narrative writing of stories, descriptions and diaries; non-fiction writing of explanations, reports, instructions and persuasive pieces

## D&T/Art

### Making Memories

I can analyse how art can explore the concept of self; I can explore sculptural techniques; I can use creative experience to develop ideas and plan a sculpture; I can apply an understanding of materials and techniques to work in 3D; I can problem solve, evaluate and refine artwork to achieve a chosen outcome.

### Navigating the World

I can write a design brief and criteria based on a client request; I can write a program to include multiple functions as part of a navigation device; I can develop a sustainable product concept; I can develop 3D CAD skills to produce a virtual model; I can present a pitch to 'sell' the product to a specified client.

## Music

### Music and Me

**Style: Contemporary, Music & Identity**

Listen & appraise: Anna Meredith - Something Helpful; Shiva Feshareki - O and V-A-C Moscow; Eska Mtungwazi - Heroes and Villains and Shades of Blue; Afrodeutsche - And! And the Middle Middle  
Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders  
Write your own music using Music and Me (Identity) as a theme

## Science

### Living Things

**I can:** demonstrate understanding of the process of classification; apply the process of classification to plants; explore the classification of animals and recognise the main groups of vertebrates; explore the classification of the main groups of invertebrates; apply classification concepts to living things in the school grounds; recognise that micro-organisms are groups of living things and explain what they are.

### Animals including Humans

**I can:** describe how the human circulatory system works; investigate and describe the main functions of the heart; pose and answer a range of relevant questions about how blood transports gases round the body; identify the contents of blood and describe their function; explain the function of valves, veins, arteries and capillaries in the human circulatory system; explain how water helps humans' and other animals' bodies to function.

## Computing

### Game Design in Scratch

Build upon pupils' previous experience of programming in a visual programming language; consolidate this understanding by applying it to a different purpose in making a maze game; revisit keywords learnt previously (Control Count, Controlled Loop, Broadcast, Algorithm, Loop, Selection, and Iteration)

### Digital Citizenship - Podcasters

Consolidate skills from the previous areas of pedagogy whilst applying new understanding around digital citizenship; learn about the dangers online, how to stay safe, and how to behave when in online spaces

## P.E.

### Cricket

I can: create pressure on a batter by setting a ring field; track and catch a high ball consistently; perform a short-pitched ball to get the batter to hit the ball in the air; work in a pair to restrict runs scored when fielding; play an on drive; set an attacking field.

### Athletics

I can: use the sprint start technique to increase our running speed; understand the 3 phases for the triple jump; to use the heave throw technique; assess our own ability to play our role in parlauf running; use the scissor jump and know when it should be used  
record and relay results over a range of track and field events