

**YEAR**

**6**

**(Summer 1-2018)**

**HISTORY:**

To place events, people and changes into correct periods of time (past Prime), rights to vote for women (Emily Pankhurst)

To know about the political diversity of the societies studied, in Britain and the wider world (democracies, monarchies, dictatorships...)

**SAFE-GUARDING:**

Prepare for change.  
Consider social and moral dilemmas.  
Feel positive about themselves.  
To develop a sense of social justice and moral responsibility

**SCIENCE:**

Recognise that light appears to travel in straight lines.

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes.

See the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

**LAW and ORDER**

**Starting point:** debate at the house of parliament clip.

**Visit:** Houses of Parliament. Post SATs treats (Oxygen)

**FRENCH.**

Greetings, introductions, farewell, counting from zero - ten

**MATHS: SATS Revision**

Measurement: conversions, area and perimeter, volume  
Geometry: 2d, 3d shapes  
Problem solving/reasoning  
Ratio proportion

**ENGLISH:**

Speaking/listening: To speak and debate with confidence in a range of contexts, adapting their speech for a range of purposes and audiences. To listen, understand and respond appropriately to others.

Writing: To use and adapt the language, vocabulary and the features of a form of writing and use features of layout, presentation and organisation effectively and creatively. (Discussion, persuasion, instructions, creative writing, formal/legal writing)

**RE:**

To respect other people's religions and rules they abide by.

**PE:**

Gymnastics - Law of gravity and balances.

Tennis

**Computing: Switched ON**

Designing an APP

**Music:** Music's cool programme

**PSHEE:**

To research, discuss and debate topical issues, problems and events.

To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (Voting process)

To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community. (The united convention on the rights of the child/Article 12 group)

To resolve differences by looking at alternatives, making decisions and explaining choices

to understand what democracy is, and about the basic institutions that support it locally and nationally.