



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
 Tel : 01484 714750
 Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
 Deputy Headteacher: **Mrs Smaldon**
 Assistant Headteacher: **Mr Freeman**

Y6 Curriculum letter: Summer 1

Key learning this half term:

English	Maths
<p>Class Reader: Once</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> - to be able to fully explain one's reasoning using evidence from the text to support an answer where necessary. - to continue to develop our use of scanning and skimming to find key information in the text. - to continue to develop ability to use inferential skills. <p><u>Writing</u></p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> - to use dialogue to convey character and advance the action (extracts from The Hobbit/ Harry Potter) - expand our application of advanced punctuation across a range of pieces - continue to use a range of devices to build cohesion <p><u>Non-fiction</u></p> <p><u>Biographies & non-chronological reports</u></p> <ul style="list-style-type: none"> - Develop our uses of organisational features 	<p><u>Shape, Space and Measure:</u></p> <p>Translation, rotation and reflection Revision of internal angles</p> <p><u>Statistics:</u> interpreting and constructing line graphs and pie charts.</p> <p><u>Problem solving</u> - Using strategies to solve a range of one and two step problems.</p> <p><u>Revision</u> - revision of objectives covered during autumn and spring terms.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
RESPECT: Physical health & Mental wellbeing	<ul style="list-style-type: none"> - how to protect personal info online & strategies for dealing with requests for personal info or images of themselves - that images or text can be quickly shared with others & what the impact of this might be - how to report the misuse of personal information - why age limits are important and how they help people make safe decisions about what to watch, use or play - What affects mental health and ways to take care of it; and how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - positive strategies for managing feelings <p>-strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>Chn will learn how and why images online might be altered or faked and how to recognise this</p>	mental health managing change, loss and bereavement; managing time online increasing independence managing transition keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



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RE	Pupils will be able to:	Key Vocab
<u>Growing Up and Rites of Passage</u>	<ul style="list-style-type: none"> Describe and understand the rights and responsibilities that come with growing up Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies Reflect on their own beliefs, principles and values reasonably 	<ul style="list-style-type: none"> Rites of passage Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah Rights, responsibilities Growing up, adulthood
Science	Pupils will be able to	Key Vocab
Animals including Humans	<ul style="list-style-type: none"> locate, identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood describe the ways in which nutrients and water are transported within animals, including humans learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	Circulatory system Heart Blood Vessels Organs Digestive System Lungs Large Intestine Small Intestine Liver Stomach Oxygenated De Oxygenated Toxins Vitamins Minerals Exercise



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<u>Art and Design</u>	<u>Pupils will:</u>	<u>Key Vocab</u>
<u>Sculpture and 3D:</u> <u>Making Memories</u>	<p>Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.</p>	<p>assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic</p>



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Computing	Pupils will	Key Vocab
Coding (+ Summer 2) Purple Mash Unit 6.1	Within this unit, children will learn: to design a playable game with a timer and a score. <ul style="list-style-type: none">• To plan and use selection and variables.• To understand how the launch command works.• To use functions and understand why they are useful.• To understand how functions are created and called.• To use flowcharts to create and debug code.• To create a simulation of a room in which devices can be controlled.• To understand how user input can be used in a program.• To understand how 2Code can be used to make a text-adventure game	Action Algorithm Command Co-ordinates Execute/run Event Decomposition Debug/debugging Flowchart
History	Pupils will	Key Vocab
Unheard Histories: Who should go on the Banknote?	Name the features of a banknote. Make inferences about a person using a banknote. Explain the significance of historical figures. Make inferences from sources. Apply criteria to decide if a person is historically significant and explain why. Explain the significance of William Tuke. Research important aspects of a person's life. Explain what makes a person significant.	Alan Turing criteria issuing bank historically significant remarkable watermark Jane Austen Joseph William Turner Winston Churchill Lily Parr Betty Snowball



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French	Pupils will	Key Vocab
<u>Home, Local Area and Weather</u>	Be able to say/write what types of activities can be completed in good weather or bad weather. They will be able to recall activities that can be done in the local area. They will be able to apply weather phrases to describe activities that they can do. They will be able to recognise key phrases in listening tasks.	on peut (you can) aller (to go) faire (to do) jouer (to watch) quand (when) dans ma ville (in my town) il fait beau (it's good weather) il fait mauvais (it's bad weather)



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Music	Pupils will-	Key Vocab
<p><u>Charanga –</u> <u>You've Got a Friend</u></p>	<p>1 - Listen & Appraise: You've Got a Friend (The music of Carole King) 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Use up to 4 notes – B, A + G and C, D, E + F. Which part did you play? Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms Reflection 3 – Perform & Share - The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>



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<u>PE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Outdoor:</u> Rounders/Orienteering	<u>Outdoor</u> <ul style="list-style-type: none">- To be able to throw a ball accurately to a person or at a target- To be able to catch a ball that is travelling at the child using correct techniques- To be able to display agility necessary to stop a ball and make quick decisions in game- To understand the rules of rounders and act in a way that displays an understanding of the game and the best tactics- To be able to hit a ball with a rounders bat when the ball is moving slowly using the correct techniques. - To be able to read a map using key features to orient oneself- To be able to read a key and understand that different objects are represented by different symbols- To be able to work as a team and move at speed to find objects and places on a map	Fielder Batter Agility Focus Tactics Base Run-out Orient Symbol Key Geography Coordinate Navigate



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<p><u>Swimming</u></p>	<p><u>Stage 5 – Angelfish</u> Perform a feet first scull for 5m. Scull and then log turn with a partner. Swim 10m backstroke, front crawl and breaststroke Perform a forwards somersault in the water Demonstrate how to signal for help.</p> <p><u>Stage 6 – Jellyfish</u> Push and Glide on my front and rotate onto my back. Push and Glide from my back and rotate onto my front. Swim 10m wearing clothes and perform shout out and signal rescue. Swim 10m front crawl and breaststroke efficiently Swim 10m dolphin leg kick Independently choose a stroke to swim 20m</p> <p><u>Stage 7 – Dolphin</u> Swim 20m backstroke, front crawl and breaststroke effectively. Swim 10m butterfly. Perform a sequence of sculling, rotating and floating Swim 50m using my own choice of stroke. Perform a surface dive Perform a breaststroke turn - Swim on the pool floor for 5m</p>	<p>Scull Turn Strokes Glide Push Rotate Surface</p>
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