



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 6 Summer 1

#### Voices in the Park & Blood Heart

##### Art & Design: *Memories & Matisse*

- To learn to adapt and refine work drawn in sketchbooks, to reflect its meaning and purpose.
- To make thoughtful observations about starting points and select ideas for own work.
- To use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make sculptures.
- To learn about the use of materials and processes used in art and design and how these can be matched to ideas and intentions.

##### Music: *Carol King – her life as a composer/ Friendship*

Each unit in the Year 6 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To discuss all dimensions of music.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- Continue to learn about working in a group/band/ensemble.
- To create my own responses, melodies and rhythms.
- To improvise and compose my own music.
- To perform to each other.
- To discuss/respect and improve our work together.
- To record my compositions.

##### Computing: *We are advertisers*

- To compare and contrast different adverts.
- To storyboard an advert.
- To digitally record footage for an advert.
- To source additional media content for an advert.
- To create and critique a 'rough cut' of an advert.
- Present and critically reflect on a project.

##### E-safety

- To show an awareness of copyright issues and know that not all resources I find on the internet are not legal to use or copy.

##### PHSE and Relationships Education: *Relationships*

- To know how people might feel when someone dies and that these feelings can be different.
- To know some ways to help those who need to share their feelings.
- To understand what forgiveness means.
- To know when it is best to stay friends and when not to.
- To recognise and manage a 'dare'.

##### RE: *Islam*

- To explain the Five Pillars of Islam and their importance to Muslims.
- To identify the significance of Shahada to Muslims.
- To find out about the importance of prayer to Muslims.
- To identify the pillar of Zakat and what it means to Muslims.
- To be able to explain what Sawm is and why Muslims think it is important.



##### PE:

###### Indoors: *Health, fitness and mindfulness*

- To develop and apply a range of problem solving strategies.
- To adapt quickly to new situations.
- To take a leading role when working with others.
- To communicate effectively whilst in different roles within a team.
- To make efficient route planning decisions.
- To complete an orienteering course under a time pressure.
- To understand how to use bearings and distances.
- To identify basic landmarks.
- To plan an overnight journey.
- To identify equipment required for an overnight journey.
- To design and build a basic shelter.

###### Outdoors: *Rounders and OAA*

- To demonstrate the ability to work with and trust others (OAA)
- To explore communication challenges (OAA)
- To apply and develop skills in a game situation.
- To develop and understand the rules of rounders.
- To develop batting skills in rounders.

##### History:

No focus this half term.

##### Geography:

No focus this half term.

##### MFL: *Verbs*

- To confidently understand and answer questions on different topics applying my knowledge of masculine, feminine and plurals.
- To use the context to work out unfamiliar words.
- To write a paragraph independently on a range of topics.

##### D&T: *Healthy Heart Meal*

- To research foods needed for different purposes.
- To plan what would be needed to make a meal for a specific purpose.
- To design a healthy heart meal.
- To prepare the meal following a recipe, using tools safely and maintaining a hygienic work place.
- To evaluate the finished product.

##### Science: *Animals, including Humans*

- To be able to draw and describe the function of the heart.
- Comparative test – What happens to the rate at which our hearts beat when we perform different exercises?
- To report on findings and record data on a line graph.
- To be able to explain the function of the blood.
- To understand the importance of water in keeping us alive.
- To present the different effects that drugs have on the way our bodies function.