

Summer – Year 6		The World?			
Subject		Objectives	Vocabulary: anchor	Vocabulary: goldilocks	Vocabulary: step on
Humanities	History				
	Geography	How do world trade links make us interdependent? <ul style="list-style-type: none"> To identify Fair Trade links. To recognise the impact of Fair Trade on communities. To collect and present weather data, identifying patterns. 	International Co-operation Global	Economy Trade deals/links Energy minerals	Economics Interconnected Interdependent
	Languages				
Arts and Culture	Art and Design	How is the world impacted by art and design? <ul style="list-style-type: none"> To combine visual and tactile qualities To use ceramic mosaic materials and techniques. To create accurate pattern showing fine details. To combine previously learned techniques to create pieces- create pattern, use plaiting, weaving, dip-dye, colouring fabric, quilt, pad and gather fabric and a range of stitching. To create original pieces that use a range of influences and styles. 	Fine Plaiting Weaving Pad Mosaic Quilt Gather	Dip-dye	
	RE (Come and See)	What do we want to witness in my life? – Witnesses How needs healing? – Healing World religions How can we work together to build a just and fair world? – Common Good			
	PSHE	<ul style="list-style-type: none"> To take part in Anti-Bullying week and understand what bullying is and how it can be prevented. 			
	Music	–			
	Science	How have living things adapted over time? <ul style="list-style-type: none"> To explain how humans change over time. To explain how offspring resemble aspects of their parents. To identify how certain creatures have adapted to their environment, making links to evolution. To recall how fossils are formed, and explain how they provide information about historical creatures. 	Offspring Characteristics/genetics Inherited – variation Environmental Adaptation Evolution Fossil Formation	Mutation Survival of the fittest	Organism Biodiversity
PE	–				
Science	Computing	Can I use Boolean and reporter operators in my programme? <ul style="list-style-type: none"> To investigate and build on prior learning, using Scratch to create simple programmes. To use Boolean operators to define conditions and use reporter operators to perform calculations. 	User input Loudness Mouse/cursor	Reporter operators Defined conditions Trigger	Boolean operators Sensing tools
	DT	Can I design a school momento? <ul style="list-style-type: none"> To identify the user/consumer when making a momento. To create a prototype. To create a circuit using a variety of components. To record their design and evaluation. 	User Consumer Component Evaluate Circuit	Momento Prototype LED	Resistor Transistor