

Year 6 Termly Overview – SUMMER TERM 2

Big Business How do I run an effective business?	
Big Impact Event Big Business Launch	Celebration of Learning Big Business Sales to Years 3, 4 and 5 Year 6 Production
Computing - Copyright & Ownership <ul style="list-style-type: none"> Explain why copying someone else's work from the internet without permission isn't fair and what problems this might cause Explain why they need to consider who owns the content online and whether they have the right to use it. Give simple examples of content they must not use without permission from the owner Assess and justify when it's acceptable to use the work of others Give examples of the content which is permitted to be reused and where it can be found Demonstrate the use of search tools to find and access content that can be reused by others Reference and acknowledge sources they've used from the internet 	PSHE +C The Working World: <ul style="list-style-type: none"> Know and understand various money-related terms Recognise some of the ways in which we can spend money via technology Describe the potential impact of spending money without permission Identify strategies to save money A World Without Judgement <ul style="list-style-type: none"> Understand that there are a wide range of religions and beliefs in the UK Explain each of the British values Create a range of values for your educational setting Explain how all religions can live in cohesion First Aid <ul style="list-style-type: none"> Identify a range of situations that may require first aid Understand how to support someone with a minor or serious head injury Understand how to support someone who is having a seizure Understand how to support someone with a severe bleed Know when to call for medical help Identify a range of situations that may require first aid Understand how to support someone with a minor burn or scald Understand how to support someone who is having a heart attack Understand how to support someone with a fractured bone Know when to call for medical help
DT - Design History: Designing and making innovative products consumer, innovative, exploded diagram (Big Business) <ul style="list-style-type: none"> Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. Cooking and Nutrition <ul style="list-style-type: none"> Adapt recipes to change the appearance, taste, texture and aroma Awareness of food hygiene 	
MFL – School <ul style="list-style-type: none"> Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Language Angels phonics, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Write familiar words & short phrases using a model or a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do 	
Music – Singing <ul style="list-style-type: none"> Further extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing, style and context 	PE and Games – Rounders, Cricket, Golf, Athletics <ul style="list-style-type: none"> Use a diverse range of skills effectively and apply these complex attacking and defending principles in full game situations. Experience and use a detailed range of throws, jumps and running techniques with control. Efficiently recognise achievements and improvements, how these relate to individual targets and decision making
Science, History, Geography, Art, RE - not covered this half term	Enrichment Opportunities e.g., outdoor learning Big Business Sale Year 6 Production Year 7 Transition Days Sports Day – Junior Leaders leading events