

**Year 6 Termly Overview – SUMER TERM 1**

<b>What's New?</b> What has changed?	
<b>Big Impact Event</b> Think Safe  <b>Science – Making New Substances</b> Knowledge Block 1: Reversible and irreversible changes <ul style="list-style-type: none"> <li>• All matter, including gas, has mass.</li> <li>• Sometimes, mixed substances react to make a new substance. These changes are usually irreversible.</li> <li>• Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible.</li> <li>• Indicators that something new has been made are the properties of the material are different (colour, state, texture, hardness, smell, temperature)</li> <li>• If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made (irreversible change)</li> </ul>	<b>Celebration of Learning</b> Manor Microwave MasterChef  <b>PSHE +C</b> The Working World: <ul style="list-style-type: none"> <li>• Know and understand various money-related terms</li> <li>• Recognise some of the ways in which we can spend money via technology</li> <li>• Describe the potential impact of spending money without permission</li> <li>• Identify strategies to save money</li> </ul> A World Without Judgement <ul style="list-style-type: none"> <li>• Understand that there are a wide range of religions and beliefs in the UK</li> <li>• Explain each of the British values</li> <li>• Create a range of values for your educational setting</li> <li>• Explain how all religions can live in cohesion</li> </ul> First Aid <ul style="list-style-type: none"> <li>• Identify a range of situations that may require first aid</li> <li>• Understand how to support someone with a minor or serious head injury</li> <li>• Understand how to support someone who is having a seizure</li> <li>• Understand how to support someone with a severe bleed</li> <li>• Know when to call for medical help</li> <li>• Identify a range of situations that may require first aid</li> <li>• Understand how to support someone with a minor burn or scald</li> <li>• Understand how to support someone who is having a heart attack</li> <li>• Understand how to support someone with a fractured bone</li> <li>• Know when to call for medical help</li> </ul>
<b>MFL – School</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> <li>• Write familiar words &amp; 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.</li> <li>• 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</li> </ul>	
<b>RE – Initiation (Golden thread: Community)</b> <ul style="list-style-type: none"> <li>• Children are able to respond creatively and explain in more detail their response to their own experiences of the concepts introduced.</li> <li>• Explain some examples of how their responses relate to events in their own and others' lives, explaining reasons why this would be the case.</li> <li>• Accurately explain meanings of concepts in the traditions studied.</li> <li>• Accurately explain how the concepts studied can have an impact on the traditions looked at citing examples as they go.</li> <li>• Children can discern the value of the concepts studied for the traditions being looked at, as well as realizing the issues that could arise.</li> <li>• Children are able to discern possible value in the concepts for their own lives or communities.</li> </ul>	<b>PE and Games – Rounders, Cricket, Golf, Athletics</b> <ul style="list-style-type: none"> <li>• Use a diverse range of skills effectively and apply these complex attacking and defending principles in full game situations.</li> <li>• Experience and use a detailed range of throws, jumps and running techniques with control.</li> <li>• Efficiently recognise achievements and improvements, how these relate to individual targets and decision making.</li> </ul> <b>DT - Cooking and Nutrition: Culture and seasonality (microwave meals)</b> <ul style="list-style-type: none"> <li>• Adapt recipes to change the appearance, taste, texture and aroma.</li> <li>• Awareness of food hygiene.</li> </ul>
<b>History, Geography, Computing, Art, Music</b> - not covered this half term	<b>Enrichment Opportunities e.g., outdoor learning</b> Think Safe Trip Cooking