



Year 6, Summer 2



Race Day

For a grand finale at Chesswood, the children will work together in teams to undertake all the roles needed to hold a successful 'Race Day' at school. Finding inspiration from Formula One, children will lead on identifying all the areas needed to make such an event a success, providing a culmination of learning for many different subjects:













- DT engineers to build the cars and chefs for catering and refreshments.
- Art through bodywork design; promotion and advertising.
- PE through skilled drivers.
- Geography by using the Green Goblin car kits, thinking about sustainability in the future.
- Maths innovation is required to provide merchandise to the guests (children from Years 3, 4 and 5) and win the coveted award for the stall to make the most profit – with links to maths 'Grow a £5 challenge'.

Classes will be in competition against each other to see who will be most successful on Race Day but the event can only happen through teamwork across the whole year group.



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Subject Overview

	<p>READING: Post SATs, reading teaching is reduced to allow greater time for foundation subjects to enable a broad and balanced curriculum. 'Reading for Pleasure' will still be encouraged each week and children will continually be encouraged to extend their range of reading in preparation for secondary school.</p>
	<p>WRITING: Pupils will further develop their independent skills – 'A Monster Calls' narrative, applications for a role in the Race Day project and reflections upon their learning journey through the school in the Tapestry of Learning.</p>
	<p>MATHS: Pupils will be engaged in a wide range of maths activities, including a more investigative approach following SATs to prepare them for secondary school expectations.</p>
	<p>ART AND DESIGN: 3D Lettering (1hrs) - Children apply their understanding of perspective to lettering. They look at the work of graphic designers in their use of typography.</p> <p>Advertising – corporate imaging (4hr30) Through assembly, children will learn about logo designs and the key features involved in making them effective. Children will have knowledge of the psychology behind colours and the graphics involved in making logos and designs effective. This links to the children D&T project 'Goblin Cars'.</p> <p>Banksy (5hrs) - Children will be able to identify key pieces of Banksy's street art. They will know that street art is used to represent social, political or cultural views. Children will understand viewpoints to whether or not this medium should be considered art. Children will create their own stencil/ use a stencil that represents their own views on social media or climate change and paint these. On the Bristol residential, children will visit examples of Banksy's work.</p>
	<p>COMPUTING: Kodu Programming Following on from the previous unit and using all of the knowledge and skills learnt in the different coding units throughout the school, children will create a world in Kodu. They will design and create characters and objects which use sequence, selection, repetition and variables to create a game. They will detect and correct errors in their game by using all of the debugging experience that they have acquired in the three years previously. They will also use iterative development techniques (making and testing a series of small changes) to improve their game whilst ensuring that it still works.</p>
	<p>DESIGN AND TECHNOLOGY: Chesswood Festival of Speed (Goblin Cars) Children will be taught how to assemble a variety of components to create a complex, working electric vehicle; a Goblin Car. This will involve the practical application of wiring diagrams, as well as the procedural knowledge needed to follow technical instructions. As well as the essential DT knowledge, skills, concepts and vocabulary contained within this project, the Chesswood Festival of Speed incorporates many different areas of the curriculum and has a whole school emphasis.</p>
	<p>FRENCH: Weekend Children learn basic French to describe activities that they could do at the weekend.</p>
	<p>MUSIC: Globe Trotting In this unit, children will identify the many different style of music from around the world but know that many other styles are enjoyed around the world such as rock, pop and jazz. Children know that history, culture and religion play part in shaping traditional music. Children identify the style of Samba (South America) and the Gamelan (Indonesia) and recreate the styles in groups and as a class practically. In this unit, children can reflect on much World Music knowledge from previous years.</p>
	<p>PHYSICAL EDUCATION (PE): Tennis Developing adapted match play.</p> <p>Rounders / Stoolball / Cricket Game Match play and tactics for striking and fielding.</p> <p>Mini-Olympic Organiser Using leadership skills and knowledge of STEP to plan an event for the KS1 pupils from feeder schools.</p>
	<p>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Current Affairs This unit will move with whatever news is current and relevant, but should focus on areas such as climate change, democracy, diversity, media, eco issues, different cultures and British values. Children will learn skills in empathy,</p>



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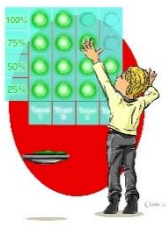






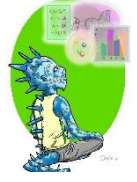
	<p>discussion and debate, and active listening; and understanding the difference between fact and opinion – or real vs fake news.</p> <p>Real Love Rocks This unit focuses on healthy and unhealthy relationships, illustrating the aspects and dangers of grooming, peer pressure and staying safe online, with particular reference to social media and online platforms.</p>
	<p>RELIGIOUS EDUCATION (RE): What can we learn from the Core Beliefs, Practices, Stories and Celebrations of World Religions? Children will review previous learning in RE considering all three strands – Beliefs, Practices and Festivals across Christianity, Hinduism, Judaism and Islam. They will discuss what these strands are. They will compile information about 1 of the three strands across the religions. Pupils will compare similarities and differences that they identify and present their findings. They will reflect on what we can learn from the religions.</p>
	<p>SCIENCE: We Are Biologists - Circulation This unit links to and builds on our previous work on nutrition and how the body works (Y3 Skeletons and muscles/nutrition, Y4 Teeth and digestion). It also makes several important cross-curricular links e.g., the importance of staying fit and healthy (P.E.) and substance abuse/addiction and mental health (PSHCE). In this unit children will learn to identify and name the main parts of the human circulatory system, and to describe the functions of the heart, blood vessels and blood. They will also learn how nutrients and water are transported around the body. They will investigate and recognise the impact of diet, exercise, drugs and lifestyle on how bodies function. Focus scientist: Barbara Casadei.</p>



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Year 6 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 6. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Gold Award.

Attitude	Creativity	Relationships	Organisation
Aspiration 	Innovation 	Participation 	Managing Risk 
Identify your aspirations for the future – this can be a career or other goals you'd like to achieve. Research this area and present your aspirations, reasons for them, and steps needed to achieve this.	Get involved in creating ideas for Year 6 challenges (bookstall/ uniform sales). Get involved in the Christmas & Summer Fayres and Y6 Race Day (and any other innovative opportunities) to help raise money for charity.	Run an event at a school fayre or as part of your innovative Y6 idea. Be a regular member of a club inside or outside school.	Keep yourself safe! Identify risks and hazards you are presented with, make the right choices to keep yourself safe – that could be telling an adult. Become more independent in your actions in preparation for secondary school.
Competitiveness 	Spotting and Creating Opportunities 	Managing Difficult Situations 	Reflectiveness 
Represent the school at least once during the year (PE and sport, music or any other subject competition). Enter a school, local or national competition at least termly.	Take responsibility for your learning, seek out further learning about topic that interests you (from lessons or outside interests). Try something new this year - perhaps an extra-curricular club you have never tried before?	Remain calm and actively seek solutions when trying to solve a difficult situation – remember to get help if you need it.	Set targets for your learning and reflect on how much you have achieved so far. Understand how you can always improve your work and identify next steps for your learning. Keep a regular blog / diary, reflecting on your successes and next steps in your learning.