

Year 6 Summer 2

Science Crucial Knowledge

Animals Including Humans The impact of lifestyle

- Having a balanced diet that contains all the food groups is important.
- A healthy lifestyle (diet and exercise) has a positive effect on the body's functions.
- A drug is a substance containing natural or man-made chemicals that have an effect on your body when it enters your system.
- Drugs, alcohol and smoking have a negative effect on the body's functions.

History Crucial Knowledge

The Second World War

- The Second World War started in 1939 and lasted until 1945. It began over 80 years ago.
- There were 3 Prime Ministers during WWII. Winston Churchill was the PM who led Britain to victory.
- The war was fought between Britain, France, America and the Soviet Union (Russia) and Germany, Italy and Japan.
- German and British aeroplane fought in the skies over southern England in 1940. This was called the Battle of Britain.
- The spitfire was a fighter plane that was designed by Reginald Mitchell who came from Butt Lane (which is 3 miles away from Crackley Bank)
- The Germans used aeroplanes to drop bombs on British cities such as London and Manchester. This was called the Blitz.
- Children were taken away from the cities and their parents to escape the German bombs. This was called 'evacuation'.
- During the Second World War people could only get small amounts of food. This was called 'rationing'.

Design Technology Crucial Knowledge

Electrical Systems

More complex switches and circuits

- A motor creates movement and can be used to pull or rotate other parts.
- A bulb can be attached to a switch so it can turn on and off.
- A control box can be programmed to react to commands.

Computing Crucial Knowledge

Programming – Sensing

- An **algorithm** is a precise set of ordered instructions which can be turned into code
- **Coding** is how we communicate with computers. Code tells a computer what actions to take.
- Different programs act in different ways.
 - **Sequence** - An order of events.
 - **Selection** - the process of making a decision.
 - **Repetition** - A repeat in code, repeating a sequence of instructions a certain number of times.
 - **Variable**: something that can be changed.
- Input: Data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.
- A process is when a computer follows a set of instructions using the data that has been input.
- Outputs The information produced by a computer system for its user; items on a screen, speakers, lights.

Music Crucial Knowledge

Leavers' Assembly - Performance

- Singing is to perform songs or tunes using our voices.
- An ensemble is when a group of people perform together.
- Pitch is how high or low a sound is.
- Dynamics are how loud or quiet the music is.
- Tempo is the speed of the music.
- The structure of a piece of music, is how it is put together.
- Compose is to write or create a piece of music.

	<ul style="list-style-type: none"> • Texture in music means how the melody, tempo and sounds are combined to make a piece of music.
Physical Education Crucial Knowledge	
Striking & Fielding	<ul style="list-style-type: none"> • Movement is when changing position, posture or place. • Communicating with others giving and receiving information. • Collaboration is working with others to achieve/create something. • Competing means to do your best against others. • Throw is to push an object by hand with a sudden forward motion ending with straightening the arm and wrist. • Catching is the use the hands to stop and hold a moving object. Eyes on the object, Finger tips together (two handed catch. Catch the object, then grip it. • Striking is when you hit a ball with a bat or racket. • Agility is how quickly you can change direction whilst maintaining speed, balance and power.
Swimming	<ul style="list-style-type: none"> • Swimming means to move through the water without touching the floor or side. • Flexibility is the range of movement through body joints. • Strength is a measure of power. • Technique is a way of carrying out a particular task. • Movement is when changing position, posture or place. • A pattern is when a movement or action is repeated.
Religious Education Crucial Knowledge	
Justice: Rich and Poor	<ul style="list-style-type: none"> • Most faiths believe in the importance of charity and members donate money to support the place of worship and support the poor. • Christians think charity is the highest form of love, showing the shared love between God and man. • Jews think that everyone has a responsibility to help those suffering from poverty (the state of being extremely poor). • Hindus believe that charity, or dana, is important because helping others is helping Brahman (the supreme God). • Christian Aid (a charity) believes that poverty can be ended. This idea is based on religious teachings.
Personal, Social Health & Economic Education Crucial Knowledge	
What will change as we become more independent?	<ul style="list-style-type: none"> • As you grow up you may find new friends and lose some friends as you mature. This may make you feel sad but understanding that it is part of life is important. • Going to secondary school will promote independence for example: having to organise yourself, follow time tables and time management. • It is ok to be attracted to someone as we grow up; we discover different feelings for different people. • Some people may choose to not marry. • Marriage should be with consent and not forced.
How do friendships change as we grow?	
French Crucial Knowledge	
Recap Crucial Knowledge	<ul style="list-style-type: none"> • Saying hello and goodbye Bonjour/ Au Revoir • Asking and saying your name Comment t'appelles-tu? Je m'appelle (name) • Asking and saying how you are Ça va? Oui Ça va bien – Comme ci comme Ça – Non Ça ne va pas. • Numbers 1 – 20 un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt • Numbers 21-31 vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un • Numbers 31-60 follow the same pattern. 30 – trente, 40 – quarante, 50 – cinquante, 60 – soixante • Colours – pink, red, blue, yellow, orange, brown, green, white, black, grey, purple Rose, rouge, bleu, jaune, orange, marron, vert, blanc, noir, gris, violet • Describing hair and eyes using colours, long, short. How to say I have ____ eyes. I have ____ hair.

Long – longs, short - courts, J'ai les yeux (colour), J'ai les cheveux (longs/courts) (colour)

- **Describing someone – He is _____ . She is _____ .**
Il est _____, Elle est _____

- **Clothing – t-shirt, hat, skirt, trousers, jacket, shirt.**

Les vêtements – t-shirt, un chapeau, une jupe, un pantalon, une veste, une chemise.