



Summer 1 in Year 6!



English

In English this half term, we are going to be linking our English to our History unit and writing a diary as Rose Blanche. We will also be learning about Winston Churchill and writing his biography.



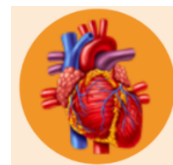
Maths

In Maths this half term, we will be continue to revise previous learning, building up our bank of known facts and solving problems using a range of different mathematics.



Science

In Science this half term, we will be learning about the Human Body and Circulation.



Guided Reading

In Guided Reading this half term, we will be looking at a range of short texts – fiction, non-fiction and poetry. We will working on our fluency and comprehension skills.



History

This half term, we are will be learning about the British Empire. We will explore some of the key aspects of the British Empire, reasons for the British colonisation of Australia, the causes of the Indian Mutiny and reasons behind the scramble for Africa.



Geography

This half term, we will be building on our Guided Reading from Autumn term and learning about Shackleton and his Antarctic Adventure.



Computing

In this unit, we will be developing our coding understanding and may even look at coding in python!



RE

This half term, the children are learning about the concept of Mission. The children will look at the work of the church and the good work that they carry out.



Music

In music, we will begin to learn how to play the keyboard. We will learn about the positioning of the notes and how to use different fingers to play simple melodies. We will build on our understanding of reading music and try to play pieces with a simple second hand part.

French

We will continue to build on our correspondence with our French pen pals, and use our connections to find out more about life in France. We will also consider the lives and cultures of people in other Francophone countries and discuss the concept of stereotypes.



Art

This half term, the children will be learning about photography and block painting. We will be creating forced perspective photographs and



PSHE

This half term's unit is Relationships. We will look at building positive and healthy relationships with friends family including how to manage our emotions.



Year 6 Subject Knowledge organiser – PSHE



Puzzle Five – Relationships

Summer 1: 'Building positive, healthy relationships'



Content Overview:

Mental health
Identifying mental health worries and sources of support
Love and loss
Managing feelings
Power and control
Assertiveness
Technology safety
Take responsibility with technology use

Vocabulary

Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Warnings, Self-harm, Emotions, Feelings, Sadness, Loss, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Coping strategies, Power, Control, Authority, Bullying, Risks, Pressure, Influences, Self-control, Real / fake, Trust, Assertiveness, Judgement, Communication, Technology, bullying, Abuse, Safety.

Song: 'R-E-L-A-T-I-O-N-S-H-I-P'

Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance.

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting to an adult) and how to get help. (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults (R20) that people sometimes behave differently online, including by pretending to be someone else, how to keep safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the information they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) information and data is shared and used online (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to look after themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and others that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and social activities on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness and that it is very important for children to discuss their feelings with an adult and seek (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) where an adult can get support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if access to support is available for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of