



English

As writers, our learning for the whole of the Summer Term will be centred around our core text of 'Holes' by Louis Sachar.



Through this, we will:

- Select vocabulary and grammatical structures that reflect appropriateness for genres and purpose.
- Select language that shows good awareness of the reader.
- Describe settings, characters and atmosphere through narrative writing.
- Integrate dialogue in narratives to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Demonstrate a good level of spelling statutory words and use a dictionary to check uncommon or more ambitious vocabulary.
- Maintain legibility in joined writing when writing at speed and with stamina.
- Distinguish between the language of speech and writing and choose the appropriate register.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Use a range of punctuation taught at Key Stage 2 correctly and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.

YEAR 6

SUMMER TERM 1



The
DIAMOND
Learning Partnership Trust
Be Inspired



Reading

As readers, we will focus on:

- Applying our knowledge and skills to 'VIPERS' style questions: vocabulary; inference; prediction; explain; retrieval; and summary.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Provide reasoned justifications for their views.

Our reading for pleasure text will be the classic, 'Oliver Twist' by Charles Dickens. The children also wanted to finish their English text from last term, 'Pig Heart Boy'.



Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus around consolidating our learning in anticipation of SATs, target gaps through question-level analysis and focus on reasoning and problem solving across different mathematical concepts.

Through this, we will:

- Continue to build and consolidate their arithmetic skills through daily practice.
- Solve number and practical problems involving place value.
- Use their knowledge of order of operations to carry out calculations.
- Solve multi-step problems in context around the four operations with increasing accuracy.
- Solve reasoning and problem-solving questions involving, fractions, decimals and percentages and equivalences between them.
- Understand objectives surrounding ratio, proportion and algebra.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places.
- Interpret and construct and solve problems with pie charts and line graphs.



French

As learners of language, our Kapow unit is 'In My French House'. We will learn through a range of songs, rhymes as well as written tasks. We will look at different types of houses, rooms and look at elements of a house and family.



Science

As scientists, our Plan Bee unit is 'Healthy Bodies'.

Through this, we will:

- Discover how scientific ideas about food and diet were tested in the past and how this contributed to today's balanced diet.
- Investigate different food groups and understand why variety is important in a healthy diet.
- Know how nutrients and water are transported in the human body.
- Investigate what happens to the heart when we exercise and why.
- Investigate how muscles move the skeleton and how muscle activity requires increased blood flow.
- Investigate the effects of tobacco, alcohol and other drugs.
- Evaluate what we can do to keep our bodies healthy.



History

As historians, our Plan Bee unit is 'Medicine and Disease'.

Through this, we will:

- Understand medical practices of prehistoric civilisations and Ancient Egyptians.
- Discover the Roman attitude towards health and medicine and how it was introduced by the Greeks.
- Investigate Medieval medicine and the events during the Black Plague.
- Explore medical practices of the Tudor period.
- Understand medical advancements and significant people during the Victorian period.



Geography

As geographers, our Plan Bee unit is 'Extreme Earth'.

Through this, we will:

- Find out about the Earth's climate and areas of extreme temperatures.
- Understand the links between water cycle, water distribution and droughts.
- Understand there are extreme weather conditions across the world.
- Understand what causes earthquakes and the impact they have.
- Understand how tsunamis are caused and the impact they have.
- Know how volcanoes are formed and the impact they can have.



Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Engage in Newsround weekly and discuss local, national and global news in our society.
- We will embark on another visit in Passport to the World. For our final destination, we will be travelling to Netherlands. Our learning during this day will be focused on English, Geography and Art.
- We will be visiting a local river to finish our 'Investigating Rivers' unit from last term. Here we will be undertaking a fieldwork study on **Friday 26th May**.



Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following home learning **each week**:

- 3 gem progressions on Maths Whizz.
- 1 x SPAG.com activity linked to the previous learning (15 mins)
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- Weekly spellings – tested on Monday.
- 1 x reading comprehension (20 mins)
- Regular learning of times tables, if not known.
- The children will be encouraged to continue reading for pleasure at home 5 x weekly.



Art

As artists, our Kapow unit is 'Photography.'

Through this, we will:

- Understand the work of different photomontage artists to see the effects that can be created before crafting their own.
- Explore the idea of truisms and create their own piece of art by matching a truism with powerful photography to mirror its message.
- Incorporate text and image to create meaningful and powerful photo posters.
- Focus on the work of Edward Weston and observe abstract-looking images created through macro photography.
- Look at different examples of self-portraits over time and create their own.
- Looking at 'The Scream' by Edvard Munch and recreate the image by adding an expressive self portrait to a background created in another medium.



PE

As sportsman, we will focus our learning skills in Cricket: Striking and Fielding. In addition to this, we will take part in the daily for 15 minutes, four times a week.

Through this we will:

- Play competitive games, modified where appropriate and apply suitable skills for attacking and defending.
- Develop technique and control.
- Demonstrate improvements.
- Work collaboratively and demonstrate sportsmanship.



Music

As musicians, our Kapow unit is 'Theme and Variation'

Through this, we will:

Perform rhythms confidently.

- Identify sounds of different instruments.
- Make reasonable suggestions for which instruments can be matched to which pieces of art.
- Recall instrument names according to their orchestra sections.
- Keep the pulse with the body percussion second and sing with control.
- Name three rhythms correctly and copy them with a good control of pulse.
- Draw rhythms and show a difference between variations.



PSHE

As citizens of the community, our Kapow unit is 'Economic Well-Being'

Through this, we will:

- Understand there can be a range of feelings related to money and the desire to spend and save.
- Understand responsibilities in keeping money safe in the bank.
- Understand what gambling is and the risks of gambling.
- Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.
- Understand that there are different routes into careers.
- Undertake an apprenticeship type careers activity within school.



Design and Technology

As designers, our Kapow unit is 'Electrical Systems: Steady Hand Game.'

Through this, we will:

- Explain simply what is meant by 'form' and 'function'.
- State what they like and dislike about an existing children's toy and why.
- Survey a target audience about children's toys.
- Identify the components of a steady hand game.
- Design a steady hand game according to design criteria and use four different perspective drawings.
- Create a secure base, with neat edges, that relates to their game.
- Make and test a functioning circuit and assemble with a case.



Computing

As users of technology, our Kapow unit is 'Creating Media: History of Computers'.

Through this, we will:

- Explain how to record sounds and add in sound effects over the top.
- Produce a simple radio play with some special effects and simple edits.
- Create a document that includes correct date information and facts about the computers and how they made a difference.
- Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources.
- Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.



Religious Education

As citizens in a diverse culture, our Plan Bee unit is 'Sikh Worship and Community'.

Through this, we will:

- Understand what Sikhs believe and know some of the features of Sikh worship.
- Know how Sikhs worship through prayer.
- Understand how children are welcomed into the Sikh community.
- Explore the Sikh tradition of the langar.
- Explore the Sikh practice of sewa.