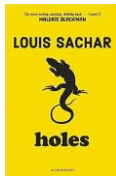




English

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 2



The
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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 'Classifying Organisms'.

Through this, we will:

- Know ways of grouping organisms according to their characteristics.
- To explore ways of distinguishing between organisms that have similar characteristics.
- To be able to classify plants according to their characteristics.
- To find out about Carl Linnaeus and his classification system.
- To explore what micro-organisms are and how they can be grouped.
- To be able to identify and classify organisms in the local area.



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 'Natural Resources'.

Through this, we will:

- To identify some of Britain's natural resources and explain how they are used.
- To identify some ways in which natural resources are used to produce energy.
- To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.
- To identify parts of the world where wood is produced, and consider some of the problems associated with its production.
- To know where and how steel is produced.
- To know where and how glass and concrete are produced in Britain using natural resources.
- To describe where a range of natural resources come from and how they are used.



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 have our production of 'Hoodwinked' to look forward to. More details to follow.
- We will be visiting Gulliver's Land for our end of Year 6 treat on Monday 17th July.
- We will have our beach trip on Monday 18th July.



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)
- 1 x Maths.co.uk activity linked to previous learning (15 mins).
- 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 'Composing'

Through this, we will:

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation.
- Perform the leavers' song with confidence.



PSHE

As citizens of the community, our Kapow unit is 'Changing Bodies'.

Through this, we will:

- understand changes that happen during puberty for boys, girls and both.
- name the parts of the body.
- use my knowledge to answer other people's problems.
- understand the menstrual cycle.
- understand how a baby is conceived.
- understand how a baby develops in the womb during pregnancy and its basic needs.



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.