



## English

As writers, our learning will be centred around these purposes, genres and texts.

Persuade: Advocacy Campaign - I Have the Right

Entertain: Narrative - Skellig

Poetry: Advocacy Ballads - Be the Change

Through this, we will:

- Use dialogue to indicate character and event.
- Consider the formality of a text and the related grammatical and language devices.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary, making selections for precision.
- Evaluate own and others' writing; with direction, proof read, edit and revise.
- Identify the intended audience and purpose in order to manipulate grammatical and presentational structures for effect.
- Enhance cohesion through strategies such as adverbials, conjunctions, pronouns and precise tense changes.
- Use punctuation to enhance clarity, such as commas to demarcate different clauses and parenthesis.
- Describe characters, settings and create atmosphere, to convey characters emotions and enhance the action.
- Debate, discuss and re-enact key themes from the book.

# YEAR 6

## SUMMER 1



The **DIAMOND**  
Learning Partnership Trust  
Be Inspired



## Reading

Our reading for pleasure text will be 'The final Year' by Matt Goodfellow.



As readers, we will focus on:

- Participating in discussion about our book, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Summarising main ideas from more than one paragraph, identifying key details which support these.
- Readily asking questions to enhance understanding.
- Making comparisons within and across books.
- Evaluating how authors use language, including figurative language and its effect on the reader.
- Drawing inferences about a character or what will happen next and justify these with evidence from the text.



## Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus on 'Measures and Shape.'

Through this, we will:

- Converting between different units of measures.
- Solving problems using measures, particularly focusing on time and money.
- Plotting and finding co-ordinates in four quadrants.
- Translation of shapes
- Understanding reflection of shapes as well as lines of symmetry within shapes.
- Identifying the area of triangle and a parallelogram.
- Drawing and measuring with different angles.



## French

As learners of language, our Kapow unit is 'Planning a French holiday.'

Through this, we will:

- Read and understand a simple story.
- Identify use of present and future tenses in reading and listening.
- Know how to form the near future tense.
- Speak in sentences.
- Integrate familiar language into a new context.
- Create a written paragraph including present and future



## History

As historians, unit is 'What was the impact of the industrial revolution on Peterborough?'

Through this, we will:

- Understand what the Industrial Revolution was.
- Explain what Peterborough was like before the industrial revolution (looking at old sources- maps, census data etc)
- Know how the industry changed Peterborough (looking at changes including the arrival of the brickworks and changes to agriculture)
- Explain how the arrival of the railways changed life in the Peterborough.
- Understand how life changed for ordinary people in Peterborough.



## Geography

As geographers, our unit is 'Water and Rivers'

Through this, we will:

- Know where the world's rivers are.
- Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- Know how rivers shape land.
- Know what landforms rivers create.
- Understand why rivers are important to people.
- Explain what happens when a river floods.
- Know where Earth's water is.
- Understand why it rains, what makes up the weather and why the world's weather is changing
- Know the reasons for seasons
- Explain why the UK has wild weather.



## Science

As scientists, our unit is 'Circulation and Exercise.'

Through this, we will:

- Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health.
- Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system.
- Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body.
- Recall what is meant by heart rate.
- Identify the pattern between animals' size and heart rate and quote values as evidence.
- Describe how different exercises affect heart rate and explain why heart rate changes during exercise.



## 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:

- Passport to the world
- Brain Buddies
- K'nex challenge day
- Sports Day
- Hill Top visit



## PE

As a sportsperson, we will focus our learning on 'Dance and Cricket'

### Through this we will:

- Plan and perform sequences individually and in groups.
- To work co-operatively with a partner and employ tactics to outwit an opponent.
- To develop the forehand and backhand groundstroke.
- To develop accuracy of the underarm serve.
- combine and link an increasing number of movement phrases and patterns.
- Demonstrate a range of dance techniques, such as isolation, tempo and repetition.



## Design 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 or dislike about an existing children's toy and why.
- Identify the components of a steady hand game.
- Design a steady hand game of their own according to their design criteria, using four different perspective drawings.
- Create a secure base for their game, with neat edges, that relates to their design.



## Art

As artists, our unit is 'Sculpture and 3D: Making memories.'

### Through this, we will:

- Appreciate and reflect on artists' styles and influences.
- Develop ideas and plan sculptures through sketches and notes.
- Use imagery, shapes, and colours to express memories and ideas.
- Translate plans into original, technically skilled 3D sculptures.
- Handle tools like scissors competently and accurately.
- Work independently, experiment, reflect and improve.



## Music

As musicians, our unit is 'Composing and performing a Lever's song.'

### 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 could rhyme.
- Fit an existing melody over a backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.



## Computing

As learners of computing, our unit is 'Creating Media: History of Computers'

### Through this, we will:

- Explain how to record sounds and add in effects over the top.
- Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use it.
- 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.



## Homework

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

- Complete CPG homework pages in English and Maths.
- A minimum of 5 x 15 minute reads a week to be signed in diaries and quizzing on Accelerated Reader.



## PSHE

As citizens of the community, our unit is 'Economic wellbeing.'

### Through this, we will:

- Understand that borrowing money is a way to pay for something but this has to be repaid.
- Understand what income and expenditure are and how these can be recorded.
- Understand how to create a weekly budget, including prioritising needs over wants.
- Understand that there are risks associated with money and what some of these are.



## Religious Education

As learners of religious education, our unit is 'Justice and freedom'

### Through this, we will:

- Examine the concept of freedom.
- Explore stories to understand what justice is.
- Compare concepts of justice.
- Describe the influence of religious and non-religious world views on the human rights movement.
- Describe the influence of religious views on nonviolent protest movements.
- Examine the concepts of freedom and justice and how they might conflict.