Year 6 Curriculum Overview – Summer Term

English

Where possible, our focus texts and writing opportunities will be linked to cross-curricular topics.

Fiction

Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.

- Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.
- Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.

Non-Fiction

- Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.
- Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.
- Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features e.g. diary/narrative/newspaper report/ dialogue/playscript.

Spellings

- Revision of Year 5/6 statutory spellings
- Grammar vocabulary
- Mathematical vocabulary

Grammar and Punctuation

- Use the range of punctuation taught at KS2 (e.g. inverted commas and other punctuation to indicate direct speech)
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility)
- Use verb tenses consistently and correctly

Know and use the rules of Standard English.

Mathematics

During this term the children will revise all areas of the primary maths curriculum in preparation for the KS2 SATs, this will include:

Number and Place Value – understanding a numbers place value with numbers up to 8 digits, comparing and ordering numbers, rounding, negative numbers, Roman numerals, prime, square and cube numbers, factors and multiples,

Calculation – mental and written strategies for addition, subtraction, multiplication, long multiplication, division and long division, BIDMAS,

Fractions, Decimals and Percentages – proper and improper fractions, mixed numbers, calculations of fractions, fractions of shapes and amounts, ordering and comparing fractions, decimal calculations, equivalent fractions, decimals and percentages, percentages of amounts,

Algebra – representing values with letters, substitution, finding unknowns, number sequences,

Measure – length (including miles to kilometres), weight, capacity, time, area, perimeter, volume, conversions between different units of measure,

Geometry – Properties of 2D and 3D shapes, 3D Nets, angles facts, angles within triangles and quadrilaterals, parts of a circle, four quadrant coordinate grids, translation,

Statistics – tally charts, pictograms, bar charts, venn diagrams, carroll diagrams, timetables, line graphs, pie charts, calculating the mean,

Ratio and Proportion – solving problems involving the relative sizes of two quantities and unequal sharing and grouping, scale factors,

They will then work on reasoning projects and transition tasks to prepare them for maths at secondary school.

Science	**Evolution & Inheritance** Pupils will be able to: – Recognise that living things have changed over time and that fossils provide information about living – Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents – Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution – State what is meant by the term evolution – Identify work done by Charles Darwin, Alfred Wallace, Mary Anning and John Edmonstone. **Light** Pupils will be able to: – Recognise that they need light in order to see things – Recognise that light from the sun can be dangerous and that there are ways to protect the eyes – Recognise that shadows are formed when the light from a light source is blocked by an opaque object – Recognise that light travels in straight lines – Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes	**Religious Education**	**Pentecost – Serving: Witnesses** *The Holy Spirit enables people to become witnesses* Pupils will know and understand: • The courage to be a witness • Pentecost: The Holy Spirit enables people to witness the Easter message. **Reconciliation – Inter Relating** *Sacrament of the Anointing of the Sick* Pupils will know and understand: • When people become sick and need care • The Sacrament of the Anointing of the Sick **Universal Church – World** *Work of Christians for the good of all* Pupils will know and understand: • Justice for the good of all The work which Christians do for the common good of all
Computing	**Programming A: Variables in Games** This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. **Programming B: Sensing (Micro:bit)** This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for learners to build in and test in the programming environment, before transferring it to their micro:bit.	**Art & Design Technology**	**Art – Sculpture** Pupils will revisit the art of making three dimensional sculptures. Having already explored the artistic process of relief, in LKS2 and KS1 – using a range of materials, they will now look at the work of figurative artists and explore how the human form has been represented through sculptural pieces. They will explore the works of artists, craftspeople and will compare and contrast different artworks. Pupils will develop an appreciation of the different ways in which the human form can be represented. They will develop initial ideas by sketching, through the use of photography and through experimenting with shape and form using mixed media. Their ideas will be recorded using a sketchbook. Pupils will produce a final piece which will be inspired by the work of an artist they have studied. They will then Year 6: Sculpture – Human form evaluate their work **Design Technology: Workshop – Felt Phone Cases** Pupils will build upon previous knowledge of designing and making using fabrics in Y2 and Y4 units. They will design for a specific audience after market research and will develop independence when measuring, cutting and joining materials. They will further develop their skills in sewing using a range of stitches including running stitch, back stitch and blanket stitch and will accurately apply a range of finishing techniques. Pupils will evaluate the quality of their product.

French	**Unit 3 – Out and About** Pupils will focus on: Things to do in town – sports and hobbies focus Arranging to meet including consolidation of time Consolidation of home town where to go in their free time What you like to do in what weather Tourists Guide – what you can do in different weathers/areas.	**PSHE**	**Module 1 - Unit 4: Life Cycles** Pupils will focus on the development of a baby inside the mother's womb, menstruation, death and eternal life and coping with change. **Module 2 - Unit 2: Build Others Up** Pupils will focus on strategies for more complex experiences of relationships and conflict. Pupils will consider what bullying, prejudice and discrimination are. **Module 3 – Unit 2: Living in the Wider World** Pupils will focus on the common good, the human person, social relationships and stewardship. This links to a deeper exploration of the world of work: getting and changing jobs, aspiration and goal setting, gender stereotypes, unemployment and more. This module concludes with teaching about money, in which children are invited to consider what influences our money choices. Additionally, children will consider why some people have more than others, developing an awareness of fairness and justice.
Geography	**North America:** Children will learn about the different features of the USA including both physical and human landscapes, as well as the interactions between them, such as food and farming. Children will develop locational and place knowledge of the USA. Children will also learn to describe the distribution of key physical landscapes and the formation of the Grand Canyon, introducing processes of erosion and patterns of population distribution and density in the USA. Children will explore interactions between human and physical environments by looking at the causes, impacts and responses to Hurricanes and Wildfires and human interactions on the environment by looking at food and farming in the USA. Finally, children will look at the settlement of New York, exploring how the city has changed overtime.	**History**	**Conflict Through Time:** Children will learn about conflicts which have taken place throughout time and gain an understanding of where these different historical periods can be placed in relation to one another. Children will also learn about the advances in weaponry and tactical warfare that have taken place from the prehistoric era right through to the modern era. In addition to this, children will learn about the similarities and differences than can be drawn between warfare in different periods. Children will evaluate the effectiveness of tactics and weaponry and also considered the scale and impact of many different conflicts through time. Finally, pupils will bring all of their learning together to be able to analyse how the nature and impact of conflict has changed over time.

Music	**<u>Syncopation</u>** Pupils will explore the concept of syncopation during this unit exploring this through the following key themes: Pulse, rhythm, melody, listening and appraising, performing, singing and composition. These lessons will be led by Tardis Education. Pupils will also take part in singing lessons with Mr Richardson.	**PE**	**<u>Striking & Fielding - Cricket</u>** Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and **tactics** into mini games. **<u>Athletics</u>** Pupils will apply their knowledge, understanding and skills into a series of competitions. Pupils will experience a competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams. **<u>Outdoor Adventure Activities – Orienteering</u>** Pupils will refine their ability to **orientate** a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will refine their ability to **collaborate** with others and work as a team to complete the **challenges.** **<u>Swimming</u>** Pupils will understand water safety, be able to swim 25 metres unaided, and understand safe self–rescue.
Key information	Ideally the children will read at least 1 book each week this term and complete the accompanying quiz. Larger chapter/novel type books will understandably take more time to complete. To ensure our class library has a good selection for the children to choose from, please ensure books are returned to school after they have been read. Please encourage children to learn and revise spellings, times tables and mental arithmetic for their weekly tests. Please check the children have everything they need for school i.e. PE kit, water bottles, and that they complete their homework on time. PE kit – children are to wear their PE kit on their PE days (Monday and Tuesday). Swimming kit required on Fridays. Mental maths and spelling tests are every Friday and homework will be given out on a Friday to be completed by the following Friday please.	**Events**	Puberty talk with Nurse – Thursday 1st may Bank Holiday – Monday 5th May (school closed) SATs Week – W.C Mon 12th – Thurs 15th May Marine Park 'End of SATs Trip' – Fri 16th May (am) - weather dependent Mass Feast of St Bede – Thurs 22nd May (in church) Class Photos – Friday 23rd May HALF TERM – W.C 26th May Y6 Road Safety Session (in school) – Fri 20th June Y6 End of Year Performances x2 – Thursday 3rd July: 9:15am and 1:30 pm INSET DAY – Friday 4th July (school closed) Y6 Trust Leavers Mass – Wednesday 9th July Y6 Transition Days to Secondary Schools – Thursday 10th & Friday 11th July Year 6 Leavers' Disco – Mon 14th July (5-7pm) Sports Day – Tuesday 15th July (pm) Year 6 Leaver's Assembly – Wed 16th July (9:15) End of Year Mass – Thurs 17th July (am) Break up for Summer – Thurs 17th July