

# Y6 Summer Term Curriculum Overview



## Religious Education

This half term we will be studying the values: *Grateful* and *Generous*. Next half term will be: *Attentive* and *Discerning*.

### Easter:

We will learn about the story of Easter from the perspective of Thomas. The work required in this unit will require them to think about reasons why Thomas did not believe in the Resurrection of Christ at first and why people today believe that Jesus is risen from the dead.

### Celebrating the life of Mary and the Saints:

The children will explore some of the Church's beliefs about the Blessed Virgin Mary and the feasts that are celebrated in her honour. The children will explore why her role in the life of Christ was so important. They will also learn about Mary and the saints being united with Christ in heaven.

### Prayers in the Lives of Followers of Christ:

We will gain a greater knowledge and understanding of the traditional prayers of the Church and some of the signs and actions associated with prayer. Also, we will study some prayers that are found in the scriptures and engage in the study of the Mass as the central prayer for Catholic Christians.

## English

### Class Texts:

Our English lessons this term will be based around the reading of 'The Boy In The Striped Pyjamas' by John Boyne.

### Reading (comprehension):

During the summer term, the children will continue to maintain a positive attitude to reading by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books during guided reading, comprehension lessons and their own independent reading. The children will recommend books that they have read to their peers and identify and discuss themes and conventions in and across a wide range of writing. During their reading, the children will answer questions to check their understanding of the text and will also ask questions to improve their understanding further. We will focus on retrieving, recording and presenting information from non-fiction texts and distinguishing between fact and fiction. To further develop a positive attitude to reading, the children will participate in discussions and create presentations about what they have read.

### Range of Writing:

Using our class texts as a stimulus, we will taking part in a wide range of writing activities including:

- narrative;
- poetry;
- persuasion;
- discussion;
- non-chronological reports;
- explanation and information texts;
- play scripts;
- diaries and recounts.

### Composition:

The children will identify the correct audience and purpose when planning their writing and will develop their initial ideas using their reading and similar writing as a model. When writing narratives, the children will describe settings, characters and atmosphere and integrate dialogue to advance the action. To enhance the meaning of their writing, they will be taught to select appropriate vocabulary and grammar for the style of writing and use organisational and presentational devices to help guide the reader (such as headings, bullet points and underlining). To support the children's writing progress, they will assess the effectiveness of their own and others' writing by proposing changes to vocabulary, grammar and punctuation.

### Vocabulary, grammar and punctuation:

Children will be taught to link ideas within and across sentences and paragraphs using a wider range of cohesive devices, such as the use of adverbials, repetition and ellipsis. The children will develop their understanding of how to use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. We will focus on managing shifts between levels of formality through selecting precise vocabulary and selecting verb forms for meaning and effect. The use of semi-colons, colons and dashes to mark the boundary between independent clauses will be taught. Other punctuation features that will be focused on are: use of semi-colons within lists, punctuation of bullet points and how hyphens can be used to avoid ambiguity.

### Spelling:

During the summer term, the children will revise the spelling rules learnt throughout Year 5 and 6 in preparation for end of Key Stage assessment. In the second half of the term, we will focus on homophones and other words that are often confused.

<b>Mathematics</b>	
To prepare for KS2 SATs, the children will also be taking part in revision lessons focusing on the aspects of maths that have been identified as requiring extra attention. After SATs, the following aspects of the maths curriculum will be taught:	
<b><u>Recall of number facts for +, -, x and ÷ :</u></b>	
The children will identify common factors, common multiples and prime numbers. They will recognise square and cubed numbers and the notation for squared and cubed.	
<b><u>Place Value:</u></b>	
The children will consolidate their understanding of the number system by ordering and comparing negative numbers, counting forwards and backwards in steps of integers, decimals or powers of 10 for any number and finding 0.001, 0.01, 0.1 and powers of 10 more or less than a given number.	
<b><u>Addition and Subtraction:</u></b>	
We will consolidate our understanding of solving multi-step problems involving the four operations.	
<b><u>Multiplication and Division:</u></b>	
The children will refine their understanding of using long multiplication and the long division method for up to four digits divided by two digits.	
<b><u>Fractions:</u></b>	
The children will further develop their understanding of solving problems related to fractions involving the four operations (addition, subtraction, multiplication and division).	
Problems will be solved involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts. Through different contexts, the children will solve problems involving the calculation of percentages. In addition to this, the children will also solve problems involving unequal sharing and grouping using the knowledge of fractions and multiples.	
<b><u>Measurement:</u></b>	
Calculation and estimation of volume of cubes and cuboids using standard units will be taught.	
<b><u>Geometry (properties of shapes):</u></b>	
During this unit, the children will gain practical experience of drawing and making shapes in order to support their work on recognising, describing, comparing and classifying shapes. They will make nets and draw 2D shapes using given angles and dimensions. Shapes will be classified and compared based on their properties and the children will find unknown angles in any triangles, quadrilaterals and regular polygons.	
<b><u>Statistics:</u></b>	
Simple formulae will be used by the children to solve problems. The children will also further their understanding of using algebra as a tool to solve a variety of problems.	

<b>Science</b>	<b><u>Everything Changes:</u></b>
	The children will be taught in this module why living things vary and how they survive. They will understand how environmental variables affect plants and why living things become extinct. In addition to this, the children will also research evidence available to show that living things have changed over time and will begin to understand how natural selection works.
<b>Computing</b>	<b><u>Light Up Your World:</u></b>
	In this module the children learn about how light enables us to see by reflecting from objects and how different objects reflect different amounts of light and shadows. They will develop a more detailed understanding of mirrors and reflections that they form, and apply this understanding to make a periscope.
<b>P.E.</b>	<b><u>We are App Developers:</u></b>
	In this unit, the children will draw on their work from the previous Year 6 units to create a working app. They will write down their algorithms, and use a programming toolkit to code them.
<b>P.E.</b>	<b><u>We are Marketers:</u></b>
	The pupils will work collaboratively to produce marketing material for the app they have been developing in the Year 6 units. They will create a poster of flyer, develop a simple website, and shoot a short video.
	<b><u>Nimble Nets:</u></b>
	The children will take part in a range of net/wall-based games including tennis and badminton.
	<b><u>Young Olympians:</u></b>
In the second half of the term, the children will develop flexibility, strength, technique control and balance through athletics.	
<b><u>Swimming</u></b>	
Following SATs, Y6 will be attending swimming sessions on a <b>Wednesday</b> .	
<b><u>Cool core:</u></b>	
The children will take part in a series of pilates sessions.	

<b>P.S.H.E.</b>	The children will discuss how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced' lifestyle. We will learn about the importance of tolerance within a diverse community. The class will debate why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
<b>Multi-faith</b>	During this term, the children will be learning about some of the main Sikh festivals such as: The Martyrdom of Guru Arjan Dev (June 16 <sup>th</sup> ).
<b>Foundation Subjects</b>	Our new topic is: <b>World War II.</b> <b>Art:</b> The children will create their own propaganda posters similar to those seen in World War II. <b>Design and Technology:</b> Furthering our understanding of life as an evacuee, we will design and create our own gas mask boxes. <b>Geography:</b> We will focus on developing a familiarity with the location of the countries involved in the first year of World War II by locating them on a map of 1939 Europe. Furthermore, we will learn about how the war affected our local area. <b>History:</b> The children will understand why World War II started, who its leaders were and what is meant by the 'Phoney War'. As well as this, we will begin to understand how Adolf Hitler was able to persuade a nation to follow him. Research will take place to support the children's understanding of some of the major events leading up to World War II, including the countries involved and the roles they played. We will understand what life was like as an evacuee and, in addition to this, the children will look at different foods and ingredients that were available during the war and create a recipe with limited ingredients. Narratives and letters will be written for the children to demonstrate their understanding of what life might be like as an evacuee and being caught in the Blitz. Finally, as a class we will construct a detailed timeline of the events that took place during World War II. <b>Music:</b> We will listen to different war songs and compose our own.
<b>French</b>	The children will listen attentively to the spoken French language and show understanding by joining in and responding. They will explore patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. They will attempt to engage in conversations in French. Also, the children will begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
<b>Other Activities / Visits</b>	<b>SATs Week:</b> 14 <sup>th</sup> – 17 <sup>th</sup> May. <b>Gurdwara Visit:</b> 22 <sup>nd</sup> May. <b>Residential Trip to Cosford and Kingswood:</b> Wednesday 20 <sup>th</sup> - Friday 22 <sup>nd</sup> June.

### Homework Arrangements:

<b>English</b>	Two pieces of English homework (reading and grammar) will be handed out each <b>Friday</b> and will be due in on the following <b>Thursday</b> .
<b>Mathematics</b>	Two pieces of maths homework (arithmetic and reasoning) will be handed out each <b>Friday</b> and will be due in on the following <b>Thursday</b> .
<b>Spelling</b>	Spellings will be provided on a <b>Monday</b> and tested on the following <b>Monday</b> .
<b>Number Facts</b>	Times tables challenges and homework related to factors, multiples, square and cube numbers will be handed out on a <b>Friday</b> and tested on the following <b>Friday</b> .

### Home Reading:

Reading should be taking place **every evening** and should be recorded in your child's reading record. Your child's reading record should be brought to school on a Monday to be checked.

### Useful Information:

P.E. takes place on **Mondays** and **Thursdays**.  
Swimming will take place on **Wednesdays** after SATs.