Curriculum Overview for Year 6: Summer Term

English

Writing

'The Kite Rider' by Geraldine McCaughrean

Skills:
Noting and developing initial ideas, drawing on reading and research where necessary.
Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Precising longer passages
Using a wider range of devices to build cohesion within and across paragraphs
Using further organisational devices to structure text and to guide the reader
Assessing the effectiveness of their own and other's writing.
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Use a thesaurus
Using expanded noun phrases, modal verbs and adverbs.
Using hyphens to avoid ambiguity
Using colons, semi-colons and dashes to mark boundaries between independent clauses
Using a colon to introduce a list

Knowledge:
Explanation texts (Hierarchy of society in Ancient China).
Stories with a historical setting (Discovering Lady Fu Hao's tomb)
Stories from different cultures (POR book)
Newspapers (POR book)
Magazines/Persuasion (Visit Egypt holiday brochure**).**
Information texts/Non chronological reports (Mini book on Shang Dynasty).
Poems to perform
Balanced Discussion (Should Haoyou join the circus? POR book)

Reading

Daughter of the River extract from 2012 SATs paper
Consolidation of skills in preparation for SATs
A Midsummer Night's Dream – play script

Skills:
Learn a wide range of poetry by heart, prepare poems and plays to read aloud and perform
Understand what is read by reading and discussing a range of texts
Ask questions to improve understanding of texts
Participate in discussions about books
Discuss how authors use language, including figurative language, to affect the reader
Identify how language, structure and presentation contribute to meaning
Retrieve, record and present information from non-fiction
Distinguish between statements of fact and opinion
Understand root words, prefixes and suffixes and understand the meaning of new words
Understand the meaning of new words
Summarise ideas drawn from more than one paragraphs, identifying key details
Infer about a character's feelings using evidence from the text
Predict future events from details stated and implied
Discuss understanding including meaning of words in context
Participate in formal presentations and debates about reading
Identify and discuss themes and conventions across a wide range of writing
Provide reasoned justifications for views

Knowledge
Read and discuss a wider range of fiction
Reading books that are structured in different ways
Increasing familiarity with a wide range of books including *fiction from our literary heritage*
Understanding of language (especially vocabulary)

Religious Education

Inspirational people in today's world:
Islam & Hinduism

Skills:

Pupils research key figures (Greta T, Gandhi, MLK)
Pupils give their opinions about the beliefs of others
Explore who they find inspiring

Knowledge

Understand the idea of 'wisdom'

Consider the idea of 'inspiration'

Design & Technology

Let's go Fly a Kite (Structure)

Subject Endpoints
Skills:
Communicate my existing understanding
Develop design criteria
Develop and communicate a design
Accurately measure and cut the shape of the body of the kite and join it to the frame structure
Make a strong and stiff frame structure to support the kite
Evaluate my kite
Knowledge
Explain how key events and individuals in design and technology have helped shape the world
Name and explain the function of the different parts of a kite
Investigate kite shapes
Select from and use different materials and components

Science

Electricity

Skills (Working Scientifically):
Build on work from Year 3
Construct simple series circuits
Answer questions
Knowledge:
Systematically identify the effect of changing one component at a time in a circuit
Design and make a set of traffic lights, a burglar alarm or some other useful circuit
Learn how to represent a circuit using recognised symbols

Living things, Habitats and Classification
Skills:
Build on learning from Year 4
Practise broad grouping
Classify animals into vertebrates and invertebrates
Discuss reasons for groupings
Knowledge:
Explore the work of Carl Linnaeus
Understand classification systems
Research unfamiliar animals and plants

Art

Subject Endpoints

Skills:

Develop techniques including the use of materials (clay- sculpture)
Improve mastery of techniques including sculpture with a range of materials (sculpture using clay)
Review and revisit ideas (using previous knowledge of sculpture-papier mache).

Focus on Terracotta Army (China)
Study, recreate and design own style of sculpture with clay

Knowledge:
Learn about great artist
Record observations (comment on existing art and experiment with using different clay tools and techniques)
Create a statue based on the Terracotta Army

Maths

Geometry: Properties of Shape
Knowledge
Revisit 2D shapes and angles
Recognise and build 3D shapes
Compare shapes
Illustrate and name parts of circles
Recognise angles

Skills
Draw 2D shapes
Recognise 3D shapes
Describe 3D shapes
Build simple 3D shapes
Compare and classify geometric shapes based on properties, size and unknown angles
Illustrate and name parts of circles (including radius, diameter and circumference)
Know that diameter is twice the radius
Recognise angles where they meet at a point
Recognise angles on a straight line
Recognise angles which are vertically opposite
Find missing angles

Revisit

All areas of maths to be revisited (with a particular focus on weaker topics):
Place value
Addition and Subtraction
Multiplication and Division
Fractions, decimals and percentages
Geometry (shape, angles, position and direction)
Algebra
Converting measures
Perimeter, area and volume
Ratio
Statistics

End-of Key Stage 2 SATs tests

Problem Solving
Post-SATs Problem solving/ Investigations

Nrich problems to further develop mathematical resilience and collaboration

Problem Solving

Problem solving/Enterprise sessions/Investigations
Readiness for secondary school

Creating products/designing games for Summer Fayre afternoon
Nrich problems to further develop mathematical resilience and collaboration with others
Working with a budget tasks e.g. creating holidays, fairgrounds and shopping
Revisit any weaker topics and address gaps in pupils' knowledge in preparation for secondary school

Geography & History

Geography

Our World
Locate main countries in Asia and Oceania and identify their main environmental regions including the key physical and human characteristics and major cities.

Knowledge
Know the main countries in Asia and Oceania.
Know that Asia and Oceania are continents.
Know the main environmental regions including the key physical and human characteristics and major cities.
Skills
Use latitude and longitude on atlases, maps and globes
Use 6-figure grid references
Locate the main countries of Asia and Oceania
Use atlases to find places
Use geographical language
Critically evaluate responses to geographical issues

History

Shang Dynasty
(the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China).

Knowledge:
Understand when Shang Dynasty is in History
Know the purpose of oracle bones
Understand the life of Lady Fu Hao
Explore calligraphy
Understand religious beliefs of the Shang Dynasty
Know the 'Story of Silk'
Understand where China is and know about the changes since Ancient China
Skills:
Place key events and changes into correct periods of time
Interpret features of periods and societies in the past
Recall, select and organise information
Understand the social, cultural and religious diversities in the past
Describe lines between events and situations
Recognise that the past is represented in different ways

Music

You've got a friend – Carole King
(A song about friendship)

Skills
Listen and appraise
Discussion Improvisation Composition Performance Reviewing
Knowledge
Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators
When listening to the music, find and internalise the pulse using movement confidently and independently
Use correct musical language to confidently describe the music and their feelings towards it
Listen, comment on and discuss with confidence, ideas together as a group
Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse
Demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc.
Maintain an independent part in a small group
Build on understanding the basics and foundations of formal notation

PE

OAA Activities (Walesby Visit)

Take part in orienteering activities

Outdoor Athletics
Subject Endpoints
Skills
Further develop sprinting techniques
Develop flexibility, strength, technique, control and balance in a variety of athletic events
Knowledge
Engage in a variety of athletic events in order to practice for Sports Day
Use running, jumping and throwing in isolation
Evaluate and recognise own success in the pursuit of personal bests

Striking and Fielding (Cricket)

Subject Endpoints
Skills
Continue to develop underarm bowling accuracy
Continue to develop directional batting
Develop close, and deep field, catching
Knowledge
Use throwing and catching in isolation and in combination
Bat the ball in an intended direction
Accurately bowl towards a target

Swimming

Consolidate swimming and life saving skills from Year 5

Computing

Computing: Computer Networks
Subject Endpoints
Skills
Explain the role of an IP address and a Domain Name System DNS. Explain how a website request is sent from router to router before being found. Know about the school network. Can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN. Explain why computers use binary to send information. Explain that the Internet uses packets when sending data. Know the difference between physical, wireless and mobile networks. Know that a computer receives an input, processes it and then gives a visible output. Know how a computer works and the main components of a computer system. Know the difference between hardware and application software, and their roles within a computer system.
Knowledge
Apply the fundamental principles and concepts of computer science.

Online Safety We follow 'Education for a Connected World'. Online Relationships
Knowledge
Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice
Self-image and Identity

Knowledge
Shaping online identities and how media impacts on gender and stereotypes

Communicating: Film Creators
Subject Endpoints
Skills
Use text, sound, image, video camera angles and framing editing tools and techniques to create a desired effect in a film
Evaluate the film and use findings to support the planning and design in their work
Knowledge
Create a film which includes a range of elements for a specific purpose.

Foreign Languages

French

Subject Endpoints
Skills

Engage in conversations
ask and answer questions
express opinions and respond to those of others
Seek clarification and help
Speak in sentences, using familiar vocabulary, phrases and basic language structures

Knowledge

Apply vocabulary to different contexts
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Identify French words for: sports and leisure activities around town and homes
Describe people, places, things and actions orally and in writing from or are similar to English

PSHRE

Changing Me
Subject Endpoints
Knowledge
Aware of my own self-image
Explain how girls' and boys' bodies change
Describe how a baby develops
Understand how being physically attracted to someone changes the nature of the relationship
Aware of the importance of a positive self-esteem

Knowledge
Know how to develop my own self esteem
Express how I feel about the changes that will happen to me during puberty
Express how I feel about my self-image and know how to challenge negative 'body talk'
Know how to prepare myself emotionally for the changes next year.

Relationships
Subject Endpoints
Knowledge:
Know that it is important to take care of my mental health
Understand that there are different stages of grief
Recognise when people are trying to gain power or control
Judge whether something online is safe and helpful for me
Skills:
Understand that people can get problems with their mental health and that it is nothing to be ashamed of
Recognise when I am feeling those emotions and have strategies to manage them
Demonstrate ways I could stand up for myself and my friends
Resist pressure to do something online that might hurt myself or others.
Take responsibility for my own safety and well-being