

Year 6 Summer Term Curriculum Overview 2022

Subject	Half Term 1	Half Term 2
English	<p><u>Narrative Poetry:</u> The Visitor by Ian Serraillier The children will explore the sequence of events in the poem through careful reading and analysis. They will look for organisational features such as the use of stanzas, rhyme scheme and rhythm. They will analyse the descriptive quality of the poem including the use of vocabulary, description and figurative language.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • metaphors and similes • use of powerful vocabulary • organisation of stanza 	<p><u>Poem Study:</u> Flannan Isle by Wilfred Wilson Gibson (1912) The children will be reading poem; children explore figurative language and poetic devices. Children read and write poetry, investigate personification, make careful observations of nature and research the historical facts behind the poem and write a newspaper report detailing the events of what happened.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely, • using relative clauses • using semi-colons, colons or dashes to mark boundaries between main clauses <p><u>Narrative:</u> Cogheart by Peter Bunzi The children will explore how characters are portrayed and developed throughout the text. They will consider devices used by the author to create suspense. They will use these techniques to construct a flashback, based on the text.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Using dialogue effectively • Using a range of clause structures • Select appropriate grammar and vocabulary to enhance effects and meaning
	<p><u>Reading</u> The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. They will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They are expected to complete a minimum of two reading comments each week from a wide range of tasks at home and school. During guided reading lessons, the children will read and discuss a variety of texts and genres in a small group lead by a teacher, developing their comprehension skills. Books will be selected dependent on their ability.</p> <p><u>Spelling/Phonics</u> Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games, homework and dictations using spelling rules.</p> <p><u>Handwriting</u> Handwriting will continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.</p>	

<p>Mathematics</p>	<p>Algebra</p> <ul style="list-style-type: none"> • finding a rule • forming expressions • substitution • formulae • forming equations • solving one and two-step equations <p>Statistics</p> <ul style="list-style-type: none"> • read and interpret line graphs • draw line graphs • use line graphs to solve problems • read and interpret pie charts • pie charts with percentages • draw pie charts • calculating the mean <p>Position and Direction</p> <ul style="list-style-type: none"> • positioning in all four quadrants • Missing coordinates • translation • reflection <p>Revision</p>	<p>Project Based Learning</p> <p>Financial Maths and Enterprise</p> <ul style="list-style-type: none"> • introduction to budgeting • introduction to the project • initial business ideas and market research • product planning • creating a business plan • making, marketing and selling • evaluation and reflection
<p>These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in problem solving. They will also apply their mathematical knowledge to science and other subjects.</p>		
<p>Science</p>	<p><u>Animals including humans – Biology</u> (continuation from spring term) Children recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><u>Living Things and their Habitats - Biology</u> Children will build on their knowledge of living things from previous years and deepen their understanding of why and how organisms are classified. They will explore the process of classification in some detail and how it differs from, but relates to, the identification of living things. Children will become aware of the types and characteristics of organisms that belong in each of the five kingdoms of living things (animals, plants, fungi, bacteria and Protista) and the major sub-groups the kingdoms include. They will learn about how Linnaeus developed the system for classifying all living things using their observable characteristics.</p>	<p><u>Electricity - Physics</u> Children will construct circuits with an increasing number of components and contrast the effects this has on the function of the components. They will learn to use the recognised electrical symbols to record circuits, particularly as the circuits become more complex. The children will then apply their knowledge to construct circuits for real life contexts, and then report on and present how they did this, as scientists, to the class</p>

	<p>When working scientifically, the children will be identifying the effect of changing one component at a time in a circuit; carry out illustrative practical work, describe circuits using scientific language and record them using the recognised symbols. They will explore the work of scientists and scientific research. Children will use observations and secondary source material to help classify living things, record plants and animals in the school environment and use evidence to support or refute ideas.</p> <p>They will:</p> <ul style="list-style-type: none"> • Make observations • Classify and look for patterns • Using scientific knowledge to ask questions and draw conclusions • Planning different types of enquiry • Controlling variables where necessary • Taking accurate measurements 	
Computing	<p>Spreadsheets (continued from Spring term) The children will learn how to navigate around a spreadsheet; they will learn to explain what rows and columns are and enter data including text, numbers and images into cells. Pupils will to enter simple formulae into cells and begin to start using a spreadsheet to model a real-life situation and use calculations to work out mathematical problems.</p>	<p>Blogging Children learn the basic principles of creating and maintaining a blog in a controlled and safe environment. This unit will give children a basic understanding of how to plan, create and present their own blog.</p>
	<p>Online Safety Throughout computing lessons, the children will discuss essential online-safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.</p>	
Art & Design/ Design Technology (DT)	<p>Art: A Sense of Place The children will explore the rural and/or urban landscape as a starting point for two-dimensional work. They will record their observations through drawing and photography. They will use shape, form, space, colour, texture and pattern to develop and communicate their ideas. They will consider the concepts, methods and materials employed by artists who have responded to landscapes in different ways such as through colour, tone and composition.</p>	<p>Design Technology: Bread Children will investigate types of bread and its importance in culture and religion. They will research ingredients, and design and make bread.</p> <p>Art: Talking Textiles In this unit, children explore how stories have been represented in textiles in different times and cultures. They work together to make a two- or three-dimensional work based on a familiar story, myth or legend. They investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual effects.</p> <p>Making working constructions powered by electricity Understand and use electrical systems in their products (for example, series/parallel circuits incorporating switches, bulbs, buzzers and motors</p>
History/ Geography	<p>Geography: Protecting the Environment In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p>	<p>History: The Ancient Greeks - What did the Greeks do for us? In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the period, the main focus will be on the Classical period.</p>

Modern Foreign Language: French	<u>In My French House</u> Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.	<u>Planning a French Holiday</u> The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.
Music Taught by Mrs. Downie	<u>Growth</u> - Beat/Structure In this unit, the children will develop an understanding of the history of music. They will demonstrate to sing and play ostinati from an early 20th-century orchestral work and learn how to follow and interpret a complex graphic score for four instruments; playing a chordal accompaniment to the piece. Together they will revise, rehearse, and develop music for performance, with reference to the inter-related musical elements. <u>Leaving</u> - Perform The children will work collaboratively to learn to sing a 21st-century pop song with understanding of its structure including a musical bridge. They will rehearse and perform complex song rhythms confidently demonstrating change of vocal tone to reflect mood and style. They will devise, combine and structure rhythms through dance to accompany it.	
PE Taught by Mr. Wylie	<u>Invasion – Netball:</u> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations <u>Health Related Fitness:</u> <ul style="list-style-type: none"> • Fitness assessment • Cardio Fitness • Flexibility • Strength 	<u>Athletics:</u> <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition <u>Striking & Fielding – Rounders:</u> <ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations
At the end of every unit, children will compete in an inter-class competition where they can display all the skills and techniques they have learnt through matches and competition.		
Personal, Social, Health and Economic Education (PSHE)	<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Physical health and mental wellbeing - Watford FC Wellbeing Positive Minds Education: What affects mental health and ways to take care of it • Growing and Changing: Maintaining a healthy lifestyle, Transition – supported by Phase • Keeping Safe: Keeping personal information safe; regulations and choices; drug use and the law/media 	
RE Taught by Mrs. Downie	During the Summer Term, we will discuss and debate reasons why people have different ideas about the divine for example, whether God is real and what God is like. We will learn about the importance of Pentecost and how the Trinity represents God for Christians.	During the second half of the term, we will learn what rules about caring for the world religious communities follow. We will explore the concept of ‘Dominion’ in Genesis to support our understanding of what Christians believe about the relationship between humans, their environment and other living creatures, as well as learning about how the ‘Five Precepts’ help Buddhists show compassion for all living creatures and the

		environment. We will then compare and contrast these ideas to the Humanist message of the 'Golden Rule' for humankind.
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