

Year 6 Summer Term Overview 2017

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Fiction</u> Essential books: Odd and the Frost Giant by Neil Gaiman The children will discuss the story structure, characters and settings used and how dialogue advances the action. Inferring about the characters based on what they say and do. Study the use of informal and informal language. Identify language contrasts between characters and consider the possible reasons for these differences. Grammar includes: Using commas to clarify meaning, using brackets, dashes or commas to indicate parenthesis, using dashes to mark boundaries between independent clauses, recognising vocabulary and structures that are appropriate for formal speech and writing. Revisit use of modal verbs. Spelling rules from the New Curriculum. This will include routine spelling activities, homework and tests.</p> <p><u>Non-fiction: Information Texts</u> Essential books: The First Drawing by M Gerstein Stone Age Boy by S Kitamura The Secrets of Stonehenge by M Manning Children will explore information texts using the Stone Age as inspiration, including: The First Drawing; The Secrets of Stonehenge; and Stone Age Boy. They will consider formal and informal language; explore modal verbs; revise a wide range of punctuation; write information texts in different styles; travel in time and share everything they have learnt. Grammar includes: Using modal verbs to indicate degrees of possibility, using bullet points and punctuation correctly, recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly</p> <p><u>Guided Reading and Reading comprehension (SATs revision)</u> The children will read and share a variety of genre to suit their reading ability. They will analyse the text and answer in depth questions.</p> <p><u>Independent Reading</u> Children will be encouraged to widen their experience of different</p>	<p><u>Poet Study: Emily Dickinson</u> Essential books: A variety of poems. The children will be reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson. The unit culminates in a debate about fame and publication. Grammar includes: Using expanded noun phrases to convey complicated information concisely, using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun, using semi-colons, colons or dashes to mark boundaries between main clauses Spellings: Rules from Year 6 curriculum. Activities will include routine spelling activities, homework and tests.</p> <p><u>Modern Classic Fiction</u> Essential books: The Eighteenth Emergency by Betsy Byers Children will study classic narrative fiction. Using The Eighteenth Emergency by Betsy Byers, they will look at the differences between literal and inferred information. They will examine how the author modifies their language to change the emphasis in writing, using adverbials and modal verbs. The children will then use these features of language to plan and write detailed stories of their own. Grammar includes: Using commas to clarify meaning or avoid ambiguity in writing, looking at the infinitive form of a verb, and the split infinitive, using expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs, using and understanding UKS2 grammar accurately and appropriately</p> <p><u>Guided Reading</u> The children will read and share a variety of genre to suit their reading ability, including stories from significant children's authors.</p> <p><u>Independent Reading</u> Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>

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Maths	<p>Key skills visited this term: Working Mathematically by: selecting and using appropriate calculation strategies. Reason and solve problems</p> <p>Number and Place Value; Work systematically to explore binary numbers; solve mathematical puzzles; including using multiplication facts, find digital roots and look for patterns; explore Fibonacci sequences and Pythagoras' theorem. Use mathematical reasoning to investigate and solve problems, and to estimate and predict; solve problems using doubling, solve calculations with enormous numbers.</p> <p>Addition and Subtraction Revise mental strategies to solve additions and subtraction including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money</p> <p>Multiplication and Division Multiply 4-digit numbers including those with two decimal places by 1-digit numbers; use long multiplication to multiply 4-digit numbers by numbers between 10 and 30, including those with two decimal places; revise using short division to divide 4-digit by 1-digit and 2-digit numbers including those which leave a remainder, and divide the remainder by the divisor to give a fraction, simplifying where possible, and make approximations; use long division to divide 4-digit by 2-digit numbers, and use a systematic approach to solve problems.</p> <p>Fractions and Decimals Revise equivalence simplifying fractions and changing improper fractions into mixed numbers and vice versa; revise adding and subtracting fractions with different denominators, including those which give answers greater than 1; revise multiplying pairs of fractions and multiplying and dividing fractions by whole numbers; solving problems involving ratios</p> <p>Measurement Reading intermediate points off scales, and converting units of measures.</p> <p>Geometry Revise properties and classification of 2D shapes, drawing 2D shapes using ruler, protractor and compasses, parts of a circle and angles in polygons; revise calculating missing angles by knowing angle facts; use a protractor to measure and draw angles in degrees; identify and name acute, right, obtuse and reflex angles; understand perimeter, area and volume; find the perimeter of rectangles, find the area of rectangles, parallelograms and triangles, and find the volumes of cubes and cuboids; revise reading and interpreting different types of data display.. Revise solving missing number problems using inverse operations; revise using trial and improvement to solve equations involving one or two unknowns, and find missing lengths and angles.</p> <p>Statistics Calculate and understand the mean average; construct and interpret distance/time line graphs where intermediate points have meaning, including conversion line graphs; understand pie charts are a way of representing data using percentages, interpret and construct pie charts</p>	
Science	<p>Living things and their habitats- Biology Working Scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. The children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Electricity - Physics Working Scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a</p>	

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	<p>set of traffic lights, a burglar alarm or some other useful circuit. Pupils should be taught to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches and use recognised symbols when representing a simple circuit in a diagram.</p>	
SUBJECT	1 st Half Term	2 nd Half Term
PSHE	<p><u>Quality</u> Not giving up even when things are difficult. Being resilient. Showing empathy and understanding why others behave as they do. Understanding means interpreting explanations and reasons in a thoughtful and balanced way.</p>	<p><u>Changes and Relationships</u> This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, skills and understanding in three key social and emotional aspects of learning: motivation, social skills and managing feelings. Including Puberty and Moving on to secondary school.</p>
RE	<p><u>What do Christians believe about God?</u> Children will consider the ways in which members of faith communities describe their understanding of God/gods.</p>	<p><u>What do Christians believe about the relationship between humans, their environment and other living creatures?</u> Revise the Genesis Creation story.</p>
History or Geography	<p>Local Study of the Victorians in Hitchin linked with the Visit to Osborne House on the Isle of Wight. Linking with local History, map how land use has changed in local area over time.</p>	<p>Compare a region in UK with a region in S. America (Brazil).</p>
Design & Technology	<p><u>Food</u> Children will investigate types of bread and its importance in culture and religion. They will research ingredients and design and make bread.</p> <p><u>Fairgrounds</u> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>	
Music	<p><u>Exploring Sound Sources</u> This topic develops the children's ability to extend their sound vocabulary through listening activities, vocalisation and exploring different sound sources. They will use a digital music program to compose their own soundscape refining dynamics, pitch, tempo and timbre. (See link with Computing below)</p>	<p><u>Ongoing Skills</u> The children will be encouraged to sing confidently in tune with the awareness of breathing, diction, dynamics, phrase and pitch control; identify where to place emphasis and accents in a song to create the intended effects; perform songs from memory with confidence and with an understanding of the meaning and impact of the words.</p>
PE	<p><u>Rising Stars</u> The children will be working with Rising Stars coaches to develop their basketball and football skills. They will be consolidating and enhancing skills in catching, throwing, aiming and team work. Rising Stars lesson will be at <u>9.00am every Friday morning</u>. The children will need to arrive in school wearing the appropriate Ickleford School PE kit.</p>	

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	<p><u>Gymnastics and dance</u> Children will combine and perform gymnastic actions, shapes, stretches and balances more fluently and effectively across the activity areas.</p>	
Computing	<p><u>E-Safety</u> The children will be taught to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>Cross curricular work:</u> History –project research and presentation.</p>	<p><u>Robotics and Systems</u> – design, debug and refine algorithms to solve problems Plan and create a physical programmable device including input sensors and output devices.</p>
French	<p>As well as speaking in French the children will write phrases in French .</p>	