

Year 6 Summer Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> • To measure and classify angles • To calculate angles • To identify vertically opposite angles • To look at angles in a triangle – special cases, missing angles • To look at angles in quadrilaterals • To identify angles in polygons • To identify angles in circles • To draw shapes accurately • To understand nets of 3D shapes • To identify the first quadrant • To read and plot points in four quadrants • To solve problems with coordinates • To understand translation • To reflect shapes 					HALF TERM	On-going application of mental, communication, problem solving and reasoning skills.				
							Themed projects, consolidation and problem solving <ul style="list-style-type: none"> • White Rose Bakery – profit, loss, packaging, cooking problems • White Rose Tours – Distance conversion graph, conversion, accommodation, budget, time problems • White Rose Future – Annual salary, hourly rates, bills mortgage, house. 				
ENGLISH	<u>FloodLand by Marcus Sedwick</u> <ul style="list-style-type: none"> • To set own challenges to extend achievement and experience in writing • To use different narrative techniques to engage and entertain the reader • To establish, balance and maintain viewpoints • To select words and language drawing on their knowledge of literary features and formal and informal writing • To integrate words, images and sounds imaginatively for different purpose • To use varied structures to shape and organise texts coherently • To use paragraphs to achieve pace and emphasis. 					HALF TERM	<u>The Mayan Civilisation</u> <ul style="list-style-type: none"> • To discuss and develop ideas; routinely use the drafting process before and during writing • To adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing • To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even • To use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase • To use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. 				
	Possible Writing outcomes <ul style="list-style-type: none"> • First-person reflection • Flashback • Persuasive letter/leaflet • Narrative • Letter • Balanced Argument • Newspaper Report. 						Possible writing outcomes <ul style="list-style-type: none"> • A formal/informal letter • An explanation text • A recount • A balanced argument 				

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SCIENCE	<u>Animals including Humans</u> <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals including humans. <p>Star scientists: Jamie Oliver, Joe Wicks</p>		<u>SCIENCE WEEK</u>		<u>Electricity</u> <ul style="list-style-type: none"> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To 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 To use recognised symbols when representing a simple circuit in a diagram. <p>Star scientist – Michael Faraday</p>		Light	<ul style="list-style-type: none"> To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Star scientist – Thomas Edison.</p>				
	HISTORY											
GEOGRAPHY	<u>How will our world look in the future?</u> <ul style="list-style-type: none"> To plan and carry out fieldwork to answer a given enquiry question To understand how and why housing needs to change over time To understand the importance of local work opportunities to the community To understand that communities need a range of accessible amenities and public services To understand how the geography of communities affects community spirit To plan for a sustainable future for our area. 											
ART	<u>The Mayans (Ancient People)</u> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media Develop ideas using different or mixed media, using a sketchbook Choose appropriate paint, paper and implements to adapt and extend their work Chn to be able to manipulate sculpting tools/materials to create 3D shapes for masks. Carry out preliminary studies, test media and materials and mix appropriate colours. <p><u>Artist</u> Juan Sisay</p>											
DT							<u>End of Year Show</u> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose Suggest alternative methods of making if the first attempts fail Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Draw up a specification for their design- link with other subjects Identify the strengths and areas for development in their ideas and products Demonstrate when to make modifications as they go along Know how to reinforce and strengthen a 3D framework Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Evaluate their work both during and at the end of the assignment. 					

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COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 6.7 Quizzing – Programs; DIY, 2Quiz, Text Toolkit, 2Investigate (database)</p> <ul style="list-style-type: none"> To make a picture quiz for young children To learn how to use the question types within 2Quiz To explore the grammar quizzes To make a quiz that requires the player to search a database Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents. 	COMPUTING	<p>COMPUTING STRANDS: Computer Science & Information Technology Unit 6.45 Text Adventures - Program; 2Connect, 2Create a Story, 2Code</p> <ul style="list-style-type: none"> To find out what a text-based adventure game is and to explore an example made in 2Create a Story To use 2Connect to plan a ‘Choose your own Adventure’-type story To plan a story adventure To introduce an alternative model for a text adventure which has a less sequential narrative. To make a story-based adventure To use written plans to code a map-based adventure in 2Code To code a map-based text adventure To explore how 2Code can be used to make a text-based adventure game.
PE	<p>Athletics</p> <ul style="list-style-type: none"> To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. 	PE	<p>Handball</p> <ul style="list-style-type: none"> To use a variety of passes to maintain possession under pressure. To select the appropriate skill to create space, move towards goal and away from defenders. To select and apply the appropriate skill to score goals. To use defending skills to prevent an opponent from scoring. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.
MUSIC	<p>Unit: Theme and Variations: Pop Art</p> <p>Ongoing Focus: Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.</p> <p>Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> Performing Listening <p>Composing</p>	MUSIC	<p>Unit: Composing and performing a leavers’ song</p> <p>Ongoing Focus: Listening to and critiquing songs reflective of new beginnings. Creating their own leavers’ song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies.</p> <p>Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> Performing Listening <p>Composing</p>

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SRE/ PSHE	<p><u>Junior Citizenship Programme / Independent Travel Training /Streetwise Transition Programme</u></p> <ul style="list-style-type: none"> To participate in sessions relating to secondary school transition. This includes independent travel, basic self-defence, basic First-Aid training, knife crime and stranger danger. <p><u>Healthy Living</u></p> <ul style="list-style-type: none"> To know why and how to keep safe in the sun and protect skin from sun damage To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. <p>British Values – Mutual Respect</p>	<p><u>End Of Year Reflections / Transition</u></p> <ul style="list-style-type: none"> To reflect and celebrate their achievements, identify their strengths and set high aspirations and goals To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly. <p><u>Junior Citizenship Programme / Independent Travel Training / Year 6 Residential / Streetwise Transition Programme</u></p> <ul style="list-style-type: none"> To participate in sessions relating to secondary school transition. This includes independent travel, basic self-defence, basic First-Aid training, knife crime and stranger danger. <p><u>Money Week</u></p> <ul style="list-style-type: none"> To learn about the role money plays in their own and others’ lives. Children will learn about the risks associated with money including different ways money can be won or lost through gambling-related activities. They should understand the link between gambling and our mental wellbeing To explain the difference between credit, debt, borrowing and saving. They should also have an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax e.g VAT.’ To describe why insurance is important. They understand the impact of not being insured if bad things happen To learn about enterprise and the skills that make someone ‘enterprising.’ To understand different jobs/careers and the varying routes into these To learn that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice To learn that people choose to do voluntary work which is unpaid. <p>British Values – Individual Liberty</p>
	<p><u>Moi Dans Le Monde (Me in the World)</u></p> <ul style="list-style-type: none"> To learn about the many countries in the Francophone world To learn about different festivals (religious and non-religious) around the world To know that we are different and yet all the same To know that we can all help to protect our planet To know how to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country). 	<p><u>La Seconde Guerre Mondiale (World War II)</u></p> <ul style="list-style-type: none"> To group/order unknown vocabulary to help decode text in French To improve their listening and reading skills To name the countries and languages involved in WW2 To say what the differences were in city and country life during the war To learn to integrate all their new and previous language writing a letter.

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Parasha:

- Emor: To understand why it is important to be sensitive to the needy
- Behar-Bechukotai: To understand the basic idea of shmittah.

Parasha:

- Kedoshim: To evaluate how proud we are to be Jewish
- Emor: To understand how the Torah and Rabbis are a guide for Jewish people
- Behar-- acknowledging Hashem as the source of everything
- Bechukotai: To understand the importance of giving to Hashem and to others.

Topic: Israel

- To understand the impact of WW2 on the need for Israel
- To understand what happened in 1948
- To know who Menachim Begin was
- To understand what happened in the six day war.

Chagim: Yom Haatzmaut

- Know the reason why Jews consider Israel their homeland
- Know the impact that Israel has had on Jewish lives since 1948 through aliyot and kibbutz galiyot
- Understand why Israel is important for Jews all around the world in the 21st century.

Chagim: Lag B'omer

- To understand why Rebbe Shimon bar Yochai is celebrated on Lag B'omer
- To understand why the omer restrictions stop on Lag B'omer.

Chagim: Shavuot

- Is familiar with and understand the significance of the Thirteen Principles of Faith – linked to Yigdal
- Knows that the Torah consists of Torah Shebichtav and Torah SheB'al Peh and the transmission of the Torah from Moshe to the present day
- Knows the story of Ruth in greater depth
- Knows some of the differences between the laws of Shabbat and the laws of Yom Tov.
- Knows that Akdamot are read on Shavuot before Kriat Hatorah
- Knows the dates of each of the Shalosh Regalim
- Knows what each of the Shalosh Regalim have in common i.e. Hallel, Amidah, Issur Melachah, Aliyah L'regel
- Knows each of the Asseret Hadibrot in Hebrew and understand that laws can empower and not restrict
- Knows that the Korban offered up on Shavuot was the Shte Halechem made from wheat of the new harvest.

Skills

- To review the difficult Rashi letters
- To review special Hebrew reading rules
- To review the Rashi words we have learnt this year.

Parasha:

- Behalotecha: To understand why the leaders of the tribe were chosen
- Shalach-Lecha: To learn an important lesson about how we view ourselves from the parasha
- Korach: To understand why the community's interest can be more important than our own sometimes
- Chukat: To understand why we are all role models
- Balak: To know people have differences and that we should acknowledge them

Topic: Israel

- To know what happened in the Yom Kippur war
- To know what happened in Entebbe and the link to why we need Israel
- To understand what happened in Operations Solomon and Moses
- To know about Israel today, focussing on: Money, climate, neighbouring countries, and the main cities.

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Jewish Identity:

- To understand what makes up our Jewish identity
- To understand what influences my Jewish identity
- To be able to identify kosher products in a regular supermarket.