



# Year 6

## Termly Curriculum Overview

| Summer Term 2       |  |
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| Religious Education | <p><b>Religious Education – Healing</b><br/>Healing – The children will look specifically at the Sacrament of the Sick, but will also look more generally about what people need and wish for when they are ill, or in need. They will write prayers of healing and understand how Jesus cared for the sick.</p> <p><b>Religious Education – Common Good</b><br/>The children will be able to compare and contrast their own lives and their own ideas regarding injustice and unfairness. They will look at people who seek to make a difference and what has inspired them to act justly and fairly.</p>   |
| Maths               | <p>In this half term, children will be revising content from KS2 and preparing for KS3. They will be consolidating their knowledge of number and solving problems using the four operations. They will be working on longer investigations. They will also apply their learning to mathematical situations they may encounter as they transition into KS3, such as money sense and reading timetables as their independence in these areas increases.</p> <p><b>Basic Skills</b><br/>Number, place value, times tables and calculation strategies, as well as recapping key learning, are revisited during daily Maths Meeting sessions.</p>   |
| English Reading     | <p><b>A Story Like the Wind</b><br/>This book tells the story of a refugee who is making his way across the sea in a small boat with a group of other refugees. He begins to play a tune and reminisces about his homeland. The children will be drawing inferences from his stories and actions and forming comparisons to other texts with a similar theme, such as 'The Journey'. They will also read extracts from flashback narratives and a range of newspaper reports to identify the features, before writing their own.</p> <p><b>Guided reading sessions:</b> Pupils will analyse a range of texts and answer questions linked to the different assessment foci. Pupils will retrieve information, visualize scenes, explore the use and effect of vocabulary, summarize main ideas and ask questions. They will also develop their skills of inference and deduction, justify their answers with evidence and predict what may happen from details stated and implied.<br/>The themes this half term are:</p> <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Inspirational Women</li> <li>• The Arrival</li> <li>• Animals including humans</li> <li>• Notable people Volume 2</li> <li>• The Raven</li> <li>• Picture books Volume 2</li> </ul> |

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| <p><b>English</b><br/>Spelling, Punctuation,<br/>Grammar</p> | <p>This term the focus is on embedding the GPS concepts taught in Year 6 into the children's independent writing. The children will be expected to edit and proof read their own work against a set of grammar, punctuation and spelling criteria as well as working collaboratively to up – level their work with their peers.</p>  |
| <p><b>English</b><br/>Writing</p>                            | <p><b>A Story Like the Wind</b></p> <p><b>Flashback narrative</b><br/>The children will be writing a flashback narrative using techniques from the model text. These include shifts in time and trigger senses that send the reader back in time mentally with the character. The children will be using 'The Piano' a short film by Aidan Gibbons as a stimulus. The children will be expected to write independently, applying all of the narrative techniques they have learned in Year 6. These include: paragraphs; relative clauses; varying sentence lengths; fronted adverbials and a wide range of punctuation used correctly, including commas and semicolons.</p> <p><b>Newspaper report</b><br/>The children will be writing a report about the child from the model text who is washed up as a survivor on a beach. They will be using their journalistic skills to write in a formal tone. They will be expected to state the facts of the incident clearly whilst also including first -hand accounts from the child and witnesses to the event. The children are expected to write independently, in paragraphs using a wide range of techniques taught in Year 6.</p> |
| <p><b>Geography</b></p>                                      | <p><b>The UK and our local area – Marvellous Mapping</b><br/>Pupils will name and locate countries and cities of the UK and their geographical regions. They will be able to identify physical features from a map such as coastal areas, mountains and moorlands and also comment on the human geography of these places. The children will also compare and contrast two locations in the UK. The children will learn to read the symbols and markings on an Ordnance Survey map and locate landmarks using six figure grid references. They will also use directional language on an eight -point compass. To complete the unit, the children will be creating their own maps of the local area, using formal symbols and grids, to reference and plot their landmarks.</p>   |
| <p><b>Physical</b><br/>Education</p>                         | <p><b>Cricket</b><br/>In this unit, the pupils will develop their striking and fielding skills and their understanding of cricket. They will learn how to play the different roles of bowler, wicket keeper, fielder and batter.</p> <p><b>Yoga</b><br/>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>  |
| <p><b>Computing</b></p>                                      | <p><b>Quizzing</b><br/>In this unit, the children will be evaluating existing quizzes and then they will be given the opportunity to create their own quiz for a purpose. The children will need to select a variety of questions and display these in a range of ways such as multiple choice and text box answer spaces. The children will then play and evaluate each other's quizzes before sharing them with other year groups in school.</p>   |

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| Design Technology     | <b>Framed Structures</b><br>The children will study existing kites and evaluate their construction and suitability for keeping airborne. The children will then design their own box kite frame using a range of materials such as wood and cardboard. Once the children have constructed their kites they will then fly and evaluate them.  |
| Art and Design        | <b>Photography</b><br>In this unit, pupils will learn about Edward Weston. They will experiment with macro photography and take images of nature that are close up. They will also experiment with the saturation of the hues in the image and convert the images to greyscale. Once the children are satisfied with their composition, they will then create a piece of artwork derived from their photograph and evaluate this with their peers. |
| PSHE                  | <b>Keeping safe and managing risk</b><br>In this unit, the children will discuss their increased independence in their local area and the freedom and responsibility this brings. Pupils will learn about peer pressure and strategies they can use to respond to peer pressure. The children will also learn about anti-social behaviour and its consequences, including the law.   |
| Curriculum Enrichment | Year 6 leaver's assembly<br>Year 6 leaver's Mass   |