



Our Learning in Year 6

Summer Term

English

During this term our learning will include the following texts:

- Darwin's Dragons, by Lindsay Galvin;
- Charles Darwin: The Galapagos Islands – Diary Entries;
- Charles Darwin Biography;
- Francis – a video by Richard Hickey;
- Crater Lake, by Jennifer Killick;
- I Have a Dream, by Martin Luther King.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of poetry, extends vocabulary and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points.

In Year 6, we are also following the 'Comprehension Express' scheme which enables the children to develop their use of strategies to maximise their understanding of a range of text types. These strategies are known as 'Expert Tips'.



All children will have the opportunity to access texts that are suitable for a child working at their chronological age as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes. In Year 6, we strive to cover the curriculum objectives for the year group as well as recapping the whole of Key Stage 2.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • uses the passive voice to effect the presentation of information in a sentence; • uses colons, semi colons and dashes to mark boundaries between independent clauses; • uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis; • demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form; • makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus. 	<ul style="list-style-type: none"> • writes for a range of purposes and audiences; • uses suitable forms with appropriate features for different text types; • introduces, develops and concludes paragraphs appropriately; • ensures the consistent and correct use of tense throughout a piece of writing; • uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning; • précises longer passages appropriately; • proof reads writing for wider audience to ensure accuracy of spelling and punctuation.

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 6 words too.

Summer Term Year 6 Spelling Rules

1. Words with the suffix '-ably'
2. Words with the suffix '-ible'
3. Adding the suffix '-ibly' to create an adverb
4. Words ending in '-ent' and '-ence'
5. Words ending in '-er', '-or' and '-ar'
6. Adverbs synonymous with determination
7. Adjectives to describe settings
8. Adjectives to describe feelings
9. Adjectives to describe characters
10. Grammar Vocabulary 1
11. Grammar Vocabulary 2
12. Mathematical Vocabulary

During this term, we are going to focus on recapping the Year 3, 4, 5 and 6 spelling words and the spelling rules taught earlier in the academic year. We will be using a

range of spelling activities to help us recap, as well as using dictation activities, which will give pupils the opportunity to show that they can spell these words independently in their English books.

Activities associated with the words that the children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 6, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record and Homework Book.

Summer Term Y6 Maths Objectives

Summer 1 – S3:
use simple formulae
generate and describe linear number sequences
express missing number problems algebraically
find pairs of numbers that satisfy an equation with 2 unknowns
enumerate possibilities of combinations of 2 variables
solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
solve problems involving similar shapes where the scale factor is known or can be found
solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Summer 2 – S4:
Revision:
Based upon whole class targets and individual assessments, teachers will work to close the gaps with a key focus on revisiting objectives covering:
<ul style="list-style-type: none"> • Number and Place Value • Four Operations • Fractions • Geometry
Problem Solving Opportunities
Topic/project-based maths
Maths Outdoors
Real-life maths

By the end of Y6, children will have tackled a range of reasoning and problem solving challenges that allow them to:

- apply my knowledge and skills to new situations and contexts.
- solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination.
- create a question to investigate.
- independently explore and investigate mathematical contexts and statements.
- convince someone else that my answer is correct.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on 'Evolution and Inheritance'. We will consider the question: 'Why do some scientists such as palaeontologists, biologists, climatologists and meteorologists study the past?' The children will learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will also learn to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will learn about Privacy and Security with a focus on learning and explaining what app permissions are (Summer 1). They will also be able to manage information online as they will learn how gender stereotypes shape our experiences online (Summer 2).

Alongside this, we will be looking at Multi-Media and how children can use publishing software to design and complete a range of media tasks (Summer 1). They will also be able to Understand Algorithms (Computer Science) as they will complete more complex programming with a micro-bit (Summer 2).

History

In History, the children will develop a deeper knowledge of their own historic environment and local heritage through completing a local enquiry project. The unit has the enquiry question title of: 'Did the Soho Engine Works have a positive or negative impact on Shildon?'

The children will:

- use the historic local environment to further enquiry skills;
- develop chronological range and use of primary sources such as maps, census documents, buildings and photographs;
- study changes during the Victorian times, through research on buildings and railways.

Geography

In Geography, the children will develop their fieldwork skills by investigating urban areas; industry, services and employment in the local/regional area. The unit is called, 'Jobs, jobs, jobs! What job opportunities are there around here?'

The children will:

- develop fieldwork skills, including developing their own questions and surveys, collect real data and explore genuine geographical contexts for enquiry;
- develop a connection with the local/regional environment and a better understanding of locations and changes over time;
- develop a deeper understanding of human geography – industry, services and employment in Shildon and local/regional area;

- study links to railways, heavy industry, manufacturing, transport, leisure, retail, hospitality and social care in Shildon and changes over time;
- use maps, atlases and digital mapping to locate features;
- use fieldwork to plan enquiries, design surveys, observe, measure, record and present features using a range of methods, including surveys, maps, graphs and digital technologies.

Physical Education

There are two areas of priority this term: Athletics ('Distance Challenge') and Outdoor and Adventurous Activities ('Electric Fence').

During Summer 1 (Athletics) the children will:

- sustain their pace over longer distances;
- perform relay change-overs;
- perform a range of warm-up exercises specific to running for short and longer distances and explain how warming up affects performance;
- throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus. Understand that some implements will travel further than others;
- organise small groups to SAFELY take turns when throwing and retrieving implements;
- describe why some athletic activities can improve strength, power or stamina;
- set realistic targets for self: times to achieve over a short and longer distance; jumping for distance or height; and throwing over an increasing distance;
- describe some of the risks associated with athletic events and suggest some measures or rules that could be used to ensure safety when participating.

During Summer 2 (Outdoor and Adventurous Activities) the children will:

- listen, contribute ideas and cooperate with others;
- plan strategies to solve problems, plan routes, follow trails, build shelters etc.;
- plan and share roles within the group based on each other's strengths;
- transfer ideas and skills to new challenges;
- implement and refine strategies. Change roles or ideas if they are not working;
- work increasingly well in groups where roles and responsibilities are understood;
- recognise what went well and why, and what they would do differently next time.

We will also be looking at Physical Health and Mental Wellbeing.

Children will develop their existing knowledge and skills, to include:

- knowing the risks associated with an inactive lifestyle (including obesity);
- recognising that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support;
- knowing where they and others can ask for help and support with mental-wellbeing in and outside of school;
- knowing the importance of asking for support from a trusted adult.

Religious Education

During R.E. this term, our key question will be: 'So what do we know about Christianity?' The children will develop their understanding of Christianity through the study of four specific areas of the religion:

- BELIEF: the Trinity, Jesus and the concept of forgiveness;
- AUTHORITY: the importance of the Bible for Christians;
- EXPERESSIONS OF BELIEF: different types of Christian worship and the objects used;
- IMPACT OF BELIEF: how Christians care for others.

Art and Design

Our unit will be: 'Masks from Other Cultures!' The children will explore masks from around the world that belong to a range of different cultures. They will improve their mastery of art and design techniques, including, **sculpture**, with a range of materials. The children will create sketchbooks to record their observations and use them to review and revisit ideas.

The focus for the pupils will be:

- to shape and manipulate media, especially clay and papier-mâché;
- to decorate their 3D forms, drawing on a range of different media: paint, collage and printing;
- to select different finishes: paint, polish, glaze;
- to create models on a range of scales using a range of media: clay, papier-mâché, wire;
- to create work which is open to interpretation by the audience – abstract;
- to include both visual and tactile elements in their work;
- to know about the properties of a wide range of different sculptural materials and how to use them, drawing on prior knowledge;
- to secure work so that they can come back to it at a later date;
- to evaluate a range of masks from different cultures.

Music

Our main focus in Summer 1 will be, 'Music and Me'. The children will explore the concept of 'identity' – the various elements that shape us. The children will learn about four British female contemporary artists who live in the UK, express themselves through music and have different cultural backgrounds:

- Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras;
- Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska;
- Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester;
- Anna Meredith: A composer and performer of electronic and acoustic music.

In Summer 2 we will undertake our 'Reflect, Rewind and Replay' unit which will consolidate prior learning.

French

This term, the children will be undertaking the unit, 'At the Restaurant'. They will be recapping previous learning and will learn how to make an order at a restaurant.

Design and Technology

We will be focusing on Cooking and Nutrition by asking the key question: 'Is it better to home cook?' We will design, make and evaluate a number of popular food products for someone, to help compare and contrast shop bought, takeaway food and home cooked products.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic **human rights** shared by all peoples and all societies;
- to extend and embed their knowledge of the Convention on the Rights of the Child;
- to identify a wide variety of Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable, inherent, indivisible and unconditional, and that their own rights and the rights of others should be respected;
- to understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices;

- to recognise that their increasing independence brings increased responsibility to keep themselves and others safe;
- to know about the link between values and behaviour and how to be a positive role model;
- to discuss issues respectfully;
- to listen to and respect other points of view;
- to constructively challenge points of view they disagree with;
- to participate effectively in discussions online and manage conflict or disagreement;
- to know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle';
- to be able to articulate, use and embed their Learning Powers and Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Money and Work: influences and attitudes to money; money and financial risks (My Money Week);
- Growing and Changing: human reproduction and birth; increasing independence; managing transitions.
- Relationships: growing and changing (Puberty);
- Families and Friendships: attraction to others; romantic relationships; civil partnership and marriage;
- Transition to Secondary School.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.