



Year 6 SUMMER 2021

The Theme of Investigation is 'Making Connections' and our CENTRAL INVESTIGATION is:

During a pandemic connection can be made with our past, present and future.

We will investigate:

- *Stories of people in history whose discoveries have led to cures for illnesses which we benefit from today.*
- *How peoples' actions have made connections during Covid - 19*
- *What artefacts will remind people, in the future, of the Covid 19 pandemic.*

The <i>AtL</i> 's we will show during this investigation are:	We will develop the following <i>SKILLS</i> :	The <i>ACTION</i> we might take is:	We will develop the following <i>PUPIL PROFILE</i> characteristic:
<ul style="list-style-type: none"> • Respect • Curiosity • Appreciation • Empathy 	<ul style="list-style-type: none"> • Critical Thinking • Evaluation • Research • Responsibility 	<ul style="list-style-type: none"> • Take or suggest an action that may persuade a government to address a real-life issue of local, national or global significance. 	<ul style="list-style-type: none"> • Caring • Collaborative • Courteous • Courageous • Confident

Mathematics	English	Science	History and Geography
NUMBER – Addition, subtraction, multiplication and division	We will study the book ' Wonder ' by RJ Palacio developing attitudes of empathy and kindness along with key skills outlined in the curriculum.	In Year 6 during first half of the Summer term we will be investigating how humans change and develop as we age. This will include finding out the gestation periods differ in a	HISTORY: We will study Leisure and Entertainment in the 20 th Century. This Leisure and Entertainment in the 20th

<ul style="list-style-type: none"> perform mental calculations, including large numbers practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction use knowledge of the order of operations to carry out calculations involving the four operations solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p>ALGEBRA</p> <ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables <p>GEOMETRY</p> <ul style="list-style-type: none"> draw shapes accurately, using measuring tools and conventional markings and labels for lines and angles * illustrate and name parts of circles, including radius, 	<p>Reading:</p> <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English recommend books that they have read to their peers, giving reasons for their choices identify and discuss themes and conventions in and across a wide range of writing make comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied provide reasoned justifications for their views identify main ideas drawn from more than one paragraph and summarise these <p>Grammar, punctuation and spelling:</p> <ul style="list-style-type: none"> use expanded noun phrases to convey complicated information concisely use conjunctions, adverbs and prepositions to express time and cause indicate possession by using possessive apostrophe with plural nouns use modal verbs or adverbs to indicate degrees of possibility use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied (i.e. omitted) relative pronoun use commas to clarify meaning or avoid ambiguity in writing use hyphens to avoid ambiguity use brackets, dashes or commas to indicate parenthesis use semi-colons, colons or dashes to mark boundaries between independent clauses use and punctuate direct speech Spoken language: <ul style="list-style-type: none"> ask relevant 	<p>range of animals (including humans) we will explore the key physical and emotional changes during puberty in both boys and girls and look into 'things to expect as we age.</p>	<p>Century unit will teach, in depth, about the rise in popularity of cinema. They will learn about how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern life. Children will also learn about how developments in technology in the 20th century. They will make connections to life in the 21st century and how Leisure and Entertainment as changed during a pandemic.</p> <p>GEOGRAPHY:</p> <p>We will study the physical geography of Earthquakes and Volcanoes. They will discover where in the world they are located and how they occur or are formed. Then the pupils will consider and find out what people do to protect themselves from these natural disasters.</p> <p>They will carry out research on historic earthquakes and volcano eruptions and link their acquired knowledge to their studies.</p>
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<p>diameter and circumference and know that the diameter is twice the radius</p> <p>NUMBER – Multiplication (decimals)</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication multiply one-digit numbers with up to two decimal places by whole numbers <p>FRACTIONS</p> <ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] <p>MEASUREMENT (volume and capacity)</p> <ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places 	<p>questions to extend their understanding and knowledge • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Writing: • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • note and develop initial ideas, drawing on reading and research where necessary • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary • in writing narratives, considering how authors have developed characters and settings in material read, listened to or seen performed • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points and underlining) • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • assess the effectiveness of their own and others' writing</p>		
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<ul style="list-style-type: none"> • recognise when it is possible to use formulae for volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³) • perform mental calculations, including large numbers • practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction * • use knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 			
<p style="text-align: center;">Art, Design and Technology</p>	<p style="text-align: center;">Computer Science</p>	<p style="text-align: center;">Music and Drama</p>	<p style="text-align: center;">PE</p>
<p>Design and Technology – Designing and making a mobile phone case made from felt.</p> <p>During this Felt Phone Case unit, Year 5 will learn how to write their own design criteria.</p>	<p><u>Enterprise Project</u></p> <p>The first half of the term will be a time for Year 6 to use IT to complete their Enterprise projects.</p> <p>They will need to:</p> <ul style="list-style-type: none"> • collate and honour their orders • Work out their profit 	<p>Throughout the first half of term, the students will look into a range of non-verbal communication techniques, and create their own silent short silent films, using musical accompaniment, mime and semiotics. We will then start to look into textual analysis with “The Experiment Of Doctor Milo” as an example.</p> <p>In music, the Year 6’s will be continuing to learn the Ukulele, and the process of creating</p>	<p>This term pupils will be playing cricket and tennis, they will be practising their throwing and catching skills. Also competing in Athletics.</p>

<p>They will design a product with the user in mind thinking about aesthetics and functionality.</p> <p>Annotated designs will be used to communicate ideas as well as step by step plans.</p> <p>The children will learn how to make a paper template and how to sew a running stitch, backstitch, whip stitch and blanket stitch.</p> <p>Finally, when they have made their felt phone case, children will learn how to write a detailed evaluation.</p>	<ul style="list-style-type: none"> • Complete a full display presentation of their company and its potential as well as the success of their campaign. <p>In the second half term we will learn how to edit, title and mix video to create a memories of St Edward's movie.</p>	<p>original music. We will also consider the formation and techniques of recording and producing music, and the techniques that come with this.</p>	
French	PSHEE		
<p>Pendant les vacances... (During the holidays...)</p> <ul style="list-style-type: none"> • Countries & saying 'to' or 'in' a masculine/feminine/plural country • Weather • Activities & sports you might do whilst on holiday • To be able to use a little of the perfect (past) tense to say what you did on holiday • To be able to use more of the present tense to say what you are doing on holiday • To be able to use the near future tense to say what you will be doing on holiday • To be able to write a postcard about your holiday and give your opinion using the 	<ul style="list-style-type: none"> • Discuss different types of adult relationships with confidence • Know what form of touching is appropriate • Describe the decisions that have to be made before having a baby • Know some basic facts about pregnancy and conception (Science topic covered with CH Year 6) • Know when it is appropriate to share personal/private information in a relationship • Explain how and where to get support if a relationship goes wrong <p>Year 6 will be discussing and completing activities from a book by Stuart Lawrence called Silence is not an option. This is a book all about preparing yourself for the next stage in life specially aimed at Young People. It is a</p>		

<p>imperfect tense ('c'était' (it was) + adjective)</p> <ul style="list-style-type: none"> • Revision of numbers 31 – 100 • T'choupi part en vacances (story : T'choupi goes on holiday) 	<p>perfect book to support Year 6 in their transition to senior school.</p>		
<p>We will take Action from our Tol by:</p> <ol style="list-style-type: none"> 1. Making a choice 2. Acting on our choice 3. Reflecting on our choice 4. Presenting our choice to an audience <p>Our actions will impact, in some way, on the Eco-Schools 17 SDG's</p>			