



YEAR 6 Summer Term overview

Subject	
TRIPS	PGL, Thorpe Park
Maths	<p><u>Children will revise:</u> how to find, order, compare and problem solve using percentages, fractions and decimals; the rules of BODMAS; Multiplication and Division strategies; finding and interpreting co-ordinates; strategies to approach and solve problems; and converting measurements.</p> <p>Children will also investigate a variety of Maths Problem Solving and Reasoning questions after SATs.</p> <p>Other SATs revision will include: arithmetic and reasoning paper practice and analysis; mini-maths twice weekly; afternoon revision sessions as a class; and daily maths fluency.</p>
English	<p><u>Narrative:</u></p> <p>Odd and the Frost: used for the basis of a speech.</p> <p>Alma: first person narrative.</p> <p>Wonder: exploring the story and completing character analysis.</p> <p><u>Non-fiction:</u></p> <p>Cirque du Freak: non-chronological report on the History of 'Freak Shows'.</p> <p>Science Write-up: Experiment write-up. Cross curricular piece of writing.</p> <p>PGL: persuasive leaflet writing.</p> <p><u>SPaG: (Spelling, grammar and punctuation):</u></p> <p>Grammar and Punctuation:</p> <p>Verb Tenses Phrases and Clauses Subordinate Clauses First and Third Person Language Register</p> <p>Spellings:</p> <p>Year 5/6 Statutory words apostrophes for contraction apostrophes for possession hyphenated words misspelt words KS1/2</p> <p>Unusual letter combinations Homophones</p>
Reading	<p>A series of non-fiction and fiction texts are used to develop the following reading skills: fluency, PEEL (Point, Evidence, Explanation, Link), Speed, Retrieval, Prediction, Summary, Developing word vocabulary.</p>



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	<p><u>Extracts and Texts Used</u></p> <p>Non-Fiction: FairTrade, The Real James Bond, Everyone Argues with their Parents, The Left-Handed Way, Fiction: The Dark Rising, A Dog So Small, Ash Road, Wonder,</p>
Topic	<p><u>South America</u></p> <p>In this topic, children will learn that central America is part of the continent of North America and contains 8 countries. They will consider Mexico and how life there is very different depending on where you lived. They will do a case study on life in a village compared to life in a city and how life is affected. Additionally, they will learn how the equator affects the weather in this region and use a variety of primary and secondary resources to explore the topic.</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: Continent, country, civilisation, Central America, capital, tourist, tourism. ARE Vocabulary: Develop, frequently, pronunciation, thorough, fruit, natural, different</p>
Computing	<p><u>Topic: Networks, Quizzing</u></p> <p>In Networks children will be taught: to know what the Internet consists of; to find out how the Internet is accessed in school; to research and find out about the age of the Internet; to think about what the future might hold.</p> <p>In quizzing children will be taught: to create a picture-based 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; to make a quiz to test your teachers or parents.</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: Internet, World Wide Web, Network, Local Area Network (LAN), Wide Area Network (WAN), Router, Network Cables, Wireless</p> <p>Audience, collaboration, concept map, database, quiz</p> <p><u>Topic: Binary, Spreadsheets</u></p> <p>In Binary children will be taught: to examine how whole numbers are used as the basis for representing all types of data in digital systems; to recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s</p>



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	<p>(called binary digits, which is why they are called digital systems); to understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p> <p>In Spreadsheets children will be taught: to navigate and enter data into cells: to introduce some basic data formulae in Excel for percentages, averages and max and min numbers; to demonstrate how the use of Excel can save time and effort when performing calculations. • to create a variety of graphs in Excel.</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: Base 10, Base 2, Binary, Bit, Byte, Decimal, Denary, Digit, Gigabyte, Integer, Kilobyte</p> <p>Alignment, calculate, cell, chart, column, cell, formula(e), function, range, row, spreadsheet, style, sum, text wrapping, value, workbook</p> <p>ARE Vocabulary: communicate, convenience, recent</p>
Science	<p><u>Topic: Light</u></p> <p>Children will be taught to: recognise that light appears to travel in straight lines; that objects are seen because they give out or reflect (bounce) light into the eye; that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; and explain why shadows have the same shape as the objects that cast them</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: light, light source, names of light sources, dark, reflect, reflective, mirror, shadow, block, absorb, direct/direction, transparent, opaque, translucent, straight, rainbow, colours</p> <p><u>Topic: Electricity</u></p> <p>Children will 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; 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> <p><u>Key Vocabulary:</u> electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er),</p>



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	<p>voltage, current, conductor, insulator, metal/non-metal, enquiry question, investigation, findings</p> <p>Subject Specific Vocabulary:</p> <p>ARE Vocabulary: complete, separate, lightning, attached</p>
DT	<p><u>Topic: Vehicles</u></p> <p>Children will be taught to; know how to use a range of tools i.e., junior hacksaws, G-clamps, bench hooks, hand drills safely; make modifications as they go along; construct products using permanent; improve their joining techniques.; create a quality product; reinforce and strengthen a 3D frame; use different types of circuits in a product; know how to incorporate simple self-made switches in a circuit; know how to test components in more complex circuits (series and parallel);</p> <p>know technical vocabulary relevant to the project; know how simple switches can be made; know how to assess faults in their own electrical systems</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: moving, wheeled and battery-powered vehicles; chassis, axle, pulley, motor, wind-up, rip cord flywheel, vehicle, battery, abrasive, hexagon, mechanism, belt drive, simple, compound, gear, worm and wheel, motor, periphery push to make switch, push to break switch, on-off switch, axle wheel, forwards, backwards, reverse, flashing LED (light emitting diode), series circuit, parallel circuit, bulb holder, buzzer, network</p> <p>ARE Vocabulary: forward(s), necessary, yacht, vehicle, strength, determined</p>
Art	<p><u>Topic: Viking Clay Heads</u></p> <p>Children will be taught to: 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; manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape; select and record from first hand observation, experience and imagination, and explore ideas for different purposes; question and make thoughtful observations about starting points and select ideas and processes to use in their work;</p> <p><u>Key Vocabulary:</u></p> <p>Knots, interwoven, vertical, horizontal, parallel, width, rotation, Viking, era, period, Scandinavia, invaded, settle, plunder, memorial, plaque,</p>



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	<p>engraved, motif, geometric, Runes, interwoven, evidence, prow, invading, patterns, light, shade, lines, tones, proportions, perspective, shading, techniques, pressure, dark, light, hatching, cross-hatching, direction, stippling,</p> <p>Subject Specific Vocabulary:</p> <p>ARE Vocabulary: material, possession, aggressive, recognise, possess</p>
Indoor PE	<p><u>Topic:</u> Orienteering</p> <p>Know how to problem solve, therefore we can: improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary. Know and understand the concept of a map, therefore we can improve our accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel. Recognise and know the importance of teamwork, therefore we can consistently cooperate with others in problem solving activities.</p> <p><u>Key Vocabulary:</u></p> <p>Navigate, relocation, concentration, map memory, planning, ahead, efficient, Problem solving, planning, communication,, discussion,, leadership, safety, symbol, cooperation</p> <p><u>Topic:</u> Lacrosse</p> <p>Through the game of Lacrosse children will: confidently throw and receive a ball around a playing area; throw a ball overarm with accuracy; learn how to retrieve a ground ball; recognise and move into space during a game; work as a team to successfully pass the ball around the playing area and score goals; and learn how to successfully cradle the ball whilst running.</p> <p><u>Key Vocabulary:</u></p> <p>pass, catch, push, pull, lacrosse, overarm, underarm, ground ball, possession, cradling</p>
Outdoor PE	<p><u>Topic:</u> Rounders</p> <p>Through the game of rounders children will: apply tactics for attacking and defending; use fast bowling techniques; play in a competitive game; catch the ball to get the opposition out; field a ball over a long distance; describe the use of effective fielding; and implement batting rules into game situations.</p> <p><u>Key Vocabulary:</u></p> <p>Fielding, batting, stance, bowling, box, batsman, bowler, backstop, innings, strike, cross, rounder, half-rounder, defensive, offensive, predict,</p>



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	<p>tactics.</p> <p><u>Topic: Athletics</u></p> <p>In Athletics children develop their skills and knowledge in relation to: running; throwing; jumping; and competition. In these areas they will learn to: run over hurdles with fluency; select appropriate pace for different parts of the run; demonstrate the sequence of events in a throw; identify which Athletic events use push, pull or heave techniques; and understand that a long stride will help increase distance or height.</p> <p><u>Key Vocabulary:</u></p> <p>Sprint, standing start, crouch start, take off, push throw, sling throw, pull throw, transfer weight, false start, command, distance</p>
RE	<p><u>Topic: Human Responsibilities and Values</u></p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: Tikkun Olam Humanist, Secular, Golden Rules, equality, diversity, respect, justice, environment, responsibility, Freedom, Justice, humanist tradition, interpret, values, precept</p> <p>ARE Vocabulary: existence, symbol, question, believe, curiosity, definite</p> <p><u>Topic: Justice and Fairness</u></p> <p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices. Reflect on ethics, what is right and wrong, just and fair?</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: Humanitarian, moral choice, secular, concept, debate, conflict, poverty, prejudice, compassion, desire, suffering, fairness, choice, follower, reasonable, unjust, challenging, Mitzvah Day, charity, secular, Tikkun Olam, Gemilut hasidim, Tzedek</p> <p>ARE Vocabulary: accidentally, heard, foreign, according, accident, government</p>
PSHE	<p><u>Topic: Relationships</u></p> <p>Pupils will: learn the importance of taking care of their mental health; learn the different stages of grief; recognise when people are trying to</p>



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	<p>gain control; learn how to tell whether something online is safe; and use technology positively and safely.</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, loss, grief, denial, despair, guilt, shock, bereavement, power, control, authority, bullying, strategies, risks, pressures, real/fake, judgement, cyber-bullying, safety</p> <p>ARE Vocabulary: parliament</p> <p><u>Topic: Changing Me</u></p> <p>Pupils will: be aware of their body image; be able to explain how boys and girls' bodies change during puberty; understand why we need to look after ourselves physically and mentally; describe how a baby changes from conception to birth; discuss relationships; learn ways to develop positive self-esteem; and identify their positive thoughts and worries about transition to secondary school.</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: self-image, self-esteem, celebrity, opportunities, responsibility, puberty vocabulary, attraction, pressure, love, sexting.</p> <p>ARE Vocabulary: embarrass, awkward, harass.</p>
French	<p><u>Topic: Holidays</u></p> <p>Children will be taught to: engage in conversations, using familiar questions and answers; express opinions using aimer, détester and adorer and ask others' opinions; present to others own ideas and information on familiar topics, using sentences with parce que to give a reason why read and show understanding of the storybook and other short passages of text using familiar language; possessive pronouns (ma, mon, mes, ta, ton, tes, sa, son, ses); immediate future tense and the construction of simple and complex sentences.</p> <p><u>Key Vocabulary:</u></p> <p>Subject Specific Vocabulary: hourra hooray je vais aller I'm going to go je vais partir en vacances I'm going to leave/go away on holiday où vas-tu aller? where are you going to go? nous allons aller (en) Espagne we are going to go (to/in) Spain on va faire du camping au bord de la mer we are going to go camping at the seaside vous allez voyager en train ?are you going to travel by train? j'adore prendre le train I love to take the train aller en voiture to go by car voyager en voiture to travel</p>



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by car aller en avion to go by plane voyager en avion to travel by plane les États-Unis the United States (aux États-Unis to/in the United States) nous allons rester we are going to stay un hôtel a hotel (en) Floride (to/in) Florida c'est fantastique that's fantastic un parc d'attractions a theme park on peut s'amuser you/we can have fun tu vas t'amuser you will have fun nager to swim faire du surf to surf pêcher to fish manger la barbe à papa to eat candy floss Luc taquine Luc teases faire des to châteaux de sable make sand- castles n'oublie pas don't forget (s/inf) une pelle a spade un seau a bucket une bouée a swimming ring Sophie n'est pas contente Sophie is not happy je vais rapporter à quelqu'un I'm going to tell (some-) body tu me taquines you are teasing me puis then bonnes vacances! have a good holiday!

Topic: Items in the Classroom

The children will be taught to: write familiar complex sentences from memory, changing words to create new sentences with understandable accuracy demonstrate the use, in sentences, of the knowledge of grammar already learned: word classes, gender of nouns, indefinite article, plural of nouns, 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense (including avoir, être, aller, faire and pouvoir); the position and agreement of adjectives; possessive pronouns (ma, mon, mes, ta, ton, tes, sa, son, ses); immediate future tense and the construction of simple and complex sentences.

Key Vocabulary:

Subject Specific Vocabulary: l'épreuve the test les filles ne travaillent pas the girls aren't working une idée an idea jouons au let's play « Portrait » 'Portrait' (I Spy) je pense à quelque chose I think of something tu devines you guess (ce que c'est) (what it is) une chaise a chair une table a table une porte a door une fenêtre a window un ordinateur a computer une imprimante a printer un bureau a (teacher's) desk un livre a book une étagère a bookshelf une télécommande a remote control un stylo a pen un tableau blanc a whiteboard une horloge a clock elles continuent à jouer they (f) continue to play Mme Cartier regarde Mme Cartier looks (at) que faites- vous? what are you doing? (pl/f) qu'est-ce que tu dis ? what are you saying? (s/inf)



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Music

Unit: Music and Me

Style: Music representing Identity

Topic and cross curricular links: Throughout this series, students will explore the concept of 'identity' - the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. Pupils will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.

Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with 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.

Unit: Reflect, Rewind and Replay

Style: All styles covered this year

Topic and cross curricular links: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Key Vocabulary:

Subject Specific Vocabulary: chorus, bridge, instrumental, pulse, pitch, rhythm, tempo, texture, dynamics, improvise, compose, transpose, key, play, perform, practice, collaborate, glockenspiel, recorder, identity, belonging, gender, representation, expression, cultural background.

ARE Vocabulary: accompany