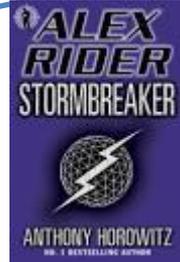


Summer Term



You're Hired!



English

Programme of study includes: word reading, comprehension, transcription, handwriting and presentation, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

Stormbreaker by Anthony Horowitz
Boy by Roald Dahl

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book:

Year Six Summer Term Overview

Throughout the year, children work towards an 'Apprentice' style showdown at the end of the final term. As the children further develop their skills and knowledge by completing various cross-curricular projects, they will evaluate their achievements and choose one final exhibition piece to present to the panel at the end of the year. Throughout this term, the children will develop their enterprise skills. Together they will further develop their presentation, performance and evaluation skills. The theme of self-improvement will be nurtured by well chosen core texts. The year will close with a grand finale celebration of achievements - The Apprentice style!

Geography

- to describe and understand key aspects of physical geography, including: earthquakes (*possibly use Earthquake by Ruskin Bond*)
- to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History

Non- European society that provides contrasts with British history, e.g. *Baghdad*, *Mayans*, *Benin*

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text:

Religious education
RRS: 28 & 29

French

School subjects, opinions, timetables and uniform.
Cafe culture and conversational language and menu cards.

Music

Exploring performance

- to play and perform in solo and ensemble contexts
- to improvise and compose for a range of purposes
- to listen with attention to detail and recall sounds with increasing aural memory
- to appreciate and understand a wide range of high-quality live and recorded music

You're Hired!

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through daily lessons. Alongside this, the children will apply their maths skills across the curriculum, for example during science lessons they convert units of measure and estimate volumes. During history lessons they will further develop their chronological language to describe when events happened in the past.



Computing

Using 'Google Forms' and 'Google Sheets' to input data then create graphs and present data on 'Numbers/Keynote' on an iPad.

Physical Education

Athletics, cricket, folk dance and Latin/ballroom:

- to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency
- to develop and perform sequences and compositions using appropriate movements to express ideas and emotions
- to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance
- to recognise the benefits of practice and reflection for improving personal and group performance

Science

Learning Objectives:

Physical Processes - Electricity

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit

I can 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.

I can use recognised symbols when representing a simple circuit in a diagram.

Scientific Enquiry Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments.

Art and Design Technology

Design Technology:

Design

- to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided-design.

Make

- to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- to understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors

Art and Design

Working towards exhibiting their favourite art work which demonstrates the four step approach.