

## Year 6 Summer Term Curriculum Overview



As Language Specialists we will use fun and exciting stories and non-fiction books to support our learning. We will recommend books we have read to our peers, giving reasons for our choices and summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas. When writing, we will spell all the words on the Year 5 and 6 spelling list and words with similar spelling patterns and write legibly, fluently and with increasing speed. We will learn to use a wide range of devices to build cohesion within and across paragraphs and use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*.



As Mathematicians we will recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. We will draw given angles, and measure them in degrees. We will compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. We will describe positions on the full coordinate grid (all four quadrants) and draw and translate simple shapes on the coordinate plane, and reflect them in the axes. We will explore maths in real life contexts, allowing us to see how important maths is in all aspects of life,



As Scientists we will begin to see the connections between the subject areas already studied and become aware of some of the big ideas underpinning scientific knowledge and understanding. We will relate scientific explanations to phenomena in the world around us and start to use modelling and abstract ideas to develop and evaluate explanations. We will study living things and their habitats (classifying living things according to their characteristics; identifying similarities and differences between living things including micro-organisms)



## Across the curriculum

As Historians we will consider Unheard histories when answering the question *Who should appear on the £10 note?* We will make inferences from sources and apply criteria to decide if a person is historically significant and explain why.



As Geographers we will consider *Can I carry out an independent fieldwork enquiry?* We will carry out an environmental fieldwork study in the local area using various data collection methods to present findings and suggest improvements.



As Artists we will create a diorama based on a decade ranging from the 1950s to the 2010s. We will look at the works of Lichtenstein, Rauschenburg, Hamilton, Riley and Escher, and will conduct our own research into chair/wallpaper/fashion designers.



As Athletes we will develop multi-skills through gym, dance and games both inside and outside



As Musicians we will develop a greater accuracy in pitch and control. We will identify pitches within an octave when singing and use knowledge of pitch to develop confidence when singing. We will explore and identify the characteristics of film music, create a composition and graphic score to perform alongside a film



As Design Technologists we will design, make and evaluate bunting using our sewing skills (including using a sewing machine). We will use a pattern, sew binding to fabric and attach materials.



As Computer Programmers we will plan, develop, and evaluate 3D computer models of physical objects. We will design and code a project that captures inputs from a physical device.



As Theologians we will discover why some people believe in God and some people do not. We will also consider how faith enables resilience?



As Speakers of French we will rehearse all that has been previously learned in our lessons: Present yourself, age, where do I live; talk / write about family members; give opinions hobbies and countries; how to order food and preferences



We will have weekly Lyfta session where we explore different countries, languages, cultures and lived human experiences from all around the world. In PSHCE we will look at being a responsible citizen (including responsibility, community, democracy). We will discuss economic wellbeing (including money and careers/aspirations)

