

## Y6 Summer Overview

Writing	Maths										
<p><b>Genres Covered:</b>            Instructions – How to play your favourite game            Letter - to an inspirational person of their choice            Poetry – based on Jabberwocky (Lewis Carroll)  <b>Cross Curricular:</b>            Biography – Art (an artist of their choice from Famous Artists topic)            Non-chronological report – Geography (Everest expedition – George Mallory and Andrew Irvine – Mountains topic)  <b>Other Focuses:</b>            Redrafting process, both with and without given success criteria/ checklist.            Self checks for punctuation, spelling and unintended mixed tenses.</p>	<p><b>Multi-step problems</b>  <b>Volume</b>  <b>Algebra</b> - 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  <b>Probability</b>  <b>Investigative work (planning, investigation and analysis process)</b>  <b>Review and revision of key topics covered throughout the year</b></p>										
SPAG	Science										
<p>Comparative/superlative            Co-ordinating/subordinating conjunctions            Standard English            Double negatives            Bullet points            Hyphens            Dashes            Question tags and sentence types            Determiner/ article</p>	<p><b>Living things and their habitats (swapped with Y5 for electricity)</b>            - Life cycle of a mammal, amphibian, insect and bird            - Describe the life process of reproduction in some plants and animals  <b>Animals Including Humans</b>            - Changes as humans develop to old age            - Main organs of the human body – skeletal, muscular and digestive system (revision from Y3 and 4)            - Circulatory system (functions of the heart, blood vessels and blood)            - Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function            - Describe the ways in which nutrients and water are transported within animals, including humans</p>										
RE	Spelling										
<p><b>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</b>            - How should we care for others and the world, and why does it matter?            - What difference does it make to believe in...?            - Discuss commitments and what they mean to people            - How do Muslim people build their community, the Ummah, by following their Prophet?</p>	<p><b>Objectives:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">- Non-negotiable spellings</td> <td>- shuhl sound</td> </tr> <tr> <td>- Year 5/6 spellings</td> <td>- ‘acc’</td> </tr> <tr> <td>- Dictionary work</td> <td>- ‘ably’</td> </tr> <tr> <td>- Words with origins in other countries</td> <td>- ‘ibly’</td> </tr> <tr> <td>- Unstressed vowel sounds</td> <td>- ‘er’, ‘or’, ‘ar’</td> </tr> </table>	- Non-negotiable spellings	- shuhl sound	- Year 5/6 spellings	- ‘acc’	- Dictionary work	- ‘ably’	- Words with origins in other countries	- ‘ibly’	- Unstressed vowel sounds	- ‘er’, ‘or’, ‘ar’
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Reading	History
<p><b>Texts Covered:</b></p> <ul style="list-style-type: none"> <li>- My Brother is a Superhero (David Solomons)</li> <li>- Splat! The Most Exciting Artists of all time (Mary Richards)</li> <li>- Krindlekrax (Philip Ridley)</li> <li>- Short! (Kevin Crossley-Holland)</li> </ul> <p><b>Objectives:</b></p> <p>Apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they come across.</p> <p>Quickly retrieve and record information from non-fiction, using the structure of the text to support. Use skills of skimming, scanning and text marking to locate relevant information. Generally, record information from both fiction and non-fiction texts appropriately.</p>	<p><b>Medieval England</b></p> <p><b>‘How would you have survived Medieval England?’</b></p> <ul style="list-style-type: none"> <li>- How brave and honest would you have to be to be a knight in Medieval England?</li> <li>- What do we know about the code of Chivalry amongst knights?</li> <li>- Is there any connection between ‘Ring a Ring o’ Roses’ and the Black Death?</li> <li>- How differently did the rich and poor live in Medieval England?</li> <li>- How important was religion in the Middle Ages?</li> <li>- Can you create a board game based around knights and Medieval England?</li> <li>- Have neighbours always fallen out?</li> <li>- Reflection – Produce a PowerPoint on the advantages and disadvantages of being alive during the Medieval period.</li> </ul>
Geography	Design Technology
<p><b>Mountains</b></p> <p><b>‘Why are mountains so important?’</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements</li> <li>- Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover</li> <li>- Explain how the movement of plates of the Earth’s crust can form ranges of fold mountains</li> <li>- Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924</li> <li>- Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953</li> <li>- Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains</li> <li>- Measure, record, compare and contrast climate data for Derek’s farm with where they live and begin to offer reasons for their observations</li> <li>- Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east</li> </ul>	<ul style="list-style-type: none"> <li>- STEM activities – Engineering Fairy tales.</li> <li>- Sculptures (linked to topic on famous artists)</li> <li>- Carry out child-led investigations and projects using full design process: Problem, Solution, Plan, Materials, Method, Conclusion, Evaluation.</li> </ul>

<ul style="list-style-type: none"> <li>- Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps</li> <li>- Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central - Wales over one hundred years ago</li> <li>- Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward</li> <li>- Understand why Scotland is an attractive winter sports centre</li> </ul>	<p>PE</p> <ul style="list-style-type: none"> <li>- <b>Gymnastics</b> (weekly sessions with a specialist sports coach)</li> <li>- <b>Tennis</b> (weekly sessions with a specialist sports coach)</li> <li>- <b>Rounders</b> (weekly sessions with a specialist sports coach)</li> <li>- <b>Athletics</b></li> </ul> <p>Practising techniques for events such as long jump, hurdles, shotput, javelin, triple jump and various sprints.</p>
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<b>Art</b>	<b>MfL</b>
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<p><b>Famous Artists</b></p> <p>Learn about great artists from throughout history and up to the present day. These could include:</p> <ul style="list-style-type: none"> <li>- Monet</li> <li>- Banksy</li> <li>- Van Gogh</li> <li>- Picasso</li> <li>- William Morris</li> <li>- Jill Townsley</li> <li>- Georgia O'Keeffe</li> <li>- Barbara Hepworth</li> <li>- Salvador Dali</li> <li>- MC Escher etc</li> </ul> <p>Improve mastery of art techniques including drawing and painting with a range of materials (pencil, charcoal, paint etc.)</p>	<ul style="list-style-type: none"> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul> <p>Describe people, places, things and actions orally* and in writing</p> <ul style="list-style-type: none"> <li>- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
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<b>Music</b>	<b>PSHE</b>
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<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- What is mental health?</li> <li>- My mental health</li> <li>- Love and loss</li> <li>- Power and control</li> <li>- Being online (Real or fake? Safe or unsafe?)</li> <li>- Using technology responsibly</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- My self image</li> <li>- Puberty</li> <li>- Babies (Conception to birth)</li> <li>- Girlfriends and boyfriends</li> <li>- Real self and ideal self</li> <li>- The year ahead</li> </ul>
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