



Y6 Summer Term Curriculum Overview



English - Mystery & Truth

Subject skills:

- Read whole novels which are structured in different ways and are of different genres.
- Check understanding of texts through discussion and exploration of the meaning of words in context.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Read extracts and non-fiction texts, considering context and setting.
- Exploring the meaning of words in context and words from other cultures.
- Retrieving and recording information from non-fiction texts and making notes.
- Increase familiarity with a wide range of books and books from other cultures and traditions.
- Challenge the views of others courteously.
- Use a dictionary and a thesaurus efficiently.
- Review their writing, identify strengths and areas for development for future writing.
- Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing.
- Assess the effectiveness of their writing against the context and purpose.
- Use what they have read, seen and listened to when considering what to write.
- Identify the audience and purpose of different writing.
- Write longer passages.
- Structure and organise writing in a variety of ways.

The London Eye Mystery - Siobhan Dowd (Fiction)

Real Life Mysteries - Susan Martineau (Non-Fiction)

The Flannan Isle Lighthouse Mystery - Wilfrid Wilson Gibson (Poem)

Subject knowledge:

- How authors create, and develop, a sense of mystery across novels.
- Understanding characters with developmental disabilities.
- Distinguishing between fact and fiction and recognising bias and prejudice.
- Drawing conclusions across a range of stories and discussing preferences.
- Conducting focused research.
- Poetic techniques and forms.
- How poetry is structured and the effect of different literary devices on the reader.
- How to perform a poem and present a group reading to an audience.
- How to craft their own range of poems, modelled on others in our literary heritage.

Vocabulary & Grammar - pupils will develop and consolidate their knowledge about, and practise independently:

- The full range of punctuation accurately and for effect.
- Marking independent clauses by using a dash accurately.
- Accurately using a colon and semi-colon.
- Using inverted commas to demarcate speech correctly.
- Identifying and using a relative clause.
- Clarifying meaning or avoiding ambiguity by using commas and parentheses.

- Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience.

Maths

Subject skills:

Statistics

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

Geometry - Properties of shapes

- Draw 2-D shapes given dimensions and angles.
- Compare and classify geometric shapes based on their properties and sizes.
- Illustrate and name parts of circles, including radius, diameter and circumference.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite.
- Calculate missing angles.

Subject knowledge:

Statistics

- Know the strategies used to solve problems involving pie charts and line graphs.
- Know how to calculate the mean of a set of numbers.

Geometry - Properties of shapes

- Names and properties of 2-D shapes.
- Understanding of dimensions.
- Parts of a circle: radius, diameter and circumference.
- Know that the diameter is twice the radius.
- Names and properties of 3-D shapes.
- Understanding of how nets work.
- Know what angles in a triangle, quadrilateral and regular polygons sum to.
- Know what angles that meet at a point, form a straight-line sum to.
- Know that vertically opposite angles are equal.

Science

Subject skills:

Evolution

- With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences.
- Explore and talk about their ideas, raising different kinds of scientific questions.
- Ask their own questions about scientific phenomena.
- Independently group, classify and describe living things and materials.
- Use and develop keys and other information records to identify, classify and describe living things and materials.

Subject knowledge:

Evolution

- Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Understand how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- The stages of development that occur as humans develop to old age.

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.
- Notice patterns.
- Draw conclusions based on their data and observations.
- Use their scientific knowledge and understanding to explain their findings.
- Read, spell and pronounce scientific vocabulary correctly.
- Identify patterns that might be found in the natural environment.
- Independently report and present their conclusions to others in oral and written forms.
- Use primary and secondary sources of evidence to justify ideas.
- Identify evidence that refutes or supports their ideas.
- Recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact.
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
- Talk about how scientific ideas have developed over time.

Earth and space

- With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences.
- With increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.
- Explore and talk about their ideas, raising different kinds of scientific questions.
- Ask their own questions about scientific phenomena.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.
- Notice patterns.
- Draw conclusions based in their data and observations.
- use their scientific knowledge and understanding to explain their findings.

- Basic structure and function of male and female reproductive systems.
- The physical and emotional changes that take place for males and females (biological gender / genotype) during puberty.
- Changes in hormone levels are responsible for changes during puberty.
- The changes that occur during 'old age'.
- Gestation period and life expectancy varies for different mammals.

Earth and space

- The names of a range of objects in our solar system.
- The movement of the Earth, and other planets, relative to the Sun in the solar system.
- The movement of the Moon relative to the Earth
- The Sun, Earth and Moon as approximately spherical bodies
- The idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

- Read, spell and pronounce scientific vocabulary correctly.
- Identify patterns that might be found in the natural environment.
- Look for different causal relationships in their data.
- Independently report and present their conclusions to others in oral and written forms.
- Use primary and secondary sources evidence to justify ideas.
- Identify evidence that refutes or supports their ideas.
- Recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact.
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
- Talk about how scientific ideas have developed over time.

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Art

- Subject skills:
- Create accurate line drawing using pencil and fine liner.
 - Show texture using line and shading techniques.
 - Use two vanishing points to draw in perspective.
 - Shading in pencil - half self-portrait.
 - Blending colours using paint.
 - Create texture by shaping and smoothing.
 - Create Cubist-style self-portrait

- Subject knowledge:
- The work of well-known artists: Pablo Picasso, George Braque, Sonia Delaunay, Evie Hone, Mary Swanzy.
 - Tim Burton's character creation.
 - Aardman animation.
 - Manga.
 - How to create perspective using 2 vanishing points.
 - Introduction to characterisation: basic humanoid structure and modifying for different characters.
 - How to create a character using clay.
 - How to use acrylic paint effectively.
 - Oil and soft pastel techniques.

Computing

- Subject skills:
- Programming (Moved from Spring to Summer Term)
- Pupils build on their programming work for the Zelda Platformer project in the exciting Spooky House Adventure Game Project.
- Develop a point and click adventure game in scratch.
 - Interact with Lists (Arrays!).
 - Store and retrieve data from lists to create a game inventory system.
 - Source and manipulate images as assets for use in the game.
 - Source and manipulate sounds as assets for use in the game.
 - Use broadcasts to trigger secondary algorithms.

- Subject knowledge:
- The difference between lists and variables.
 - Data types.
 - List structure.
 - How to use Game Theory to design and develop challenging game single and multiple tier puzzles.
 - How to use nested conditional statements to control behaviour.
 - Image manipulation techniques using layers, masks and transparencies.
 - Sound recording and editing.

Design Technology – E-Textiles	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes. ● Select from and use a wide range of tools and equipment to perform practical tasks. ● Make a simple circuit using conductive thread and LEDs. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● How and why electronics can be used in textiles. ● Incorporate this knowledge when designing and making a product using textile materials. ● How to evaluate their product and their own practical skills through evaluation.
Food Technology – Cooking & Nutrition	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Select from and use a wide range of tools and equipment to perform practical tasks. ● Select from and use a wider range of ingredients according to their functional properties. ● Evaluate their ideas and products and consider the views of others to improve their work. ● Use the grill safely. ● Make a cake using the creaming method. ● Recognise when a cake is cooked. ● Use the rubbing-in method. ● Add liquid correctly to form a dough. ● Conduct a sensory analysis of bread. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Use a wider range of equipment and ingredients including the grill. ● Consider the presentation of their dishes. ● Explore ingredients and how they get from farm to fork. ● Creaming and rubbing-in method. ● Portioning. ● How to form a dough. ● Presentation of food.
Geography – Food Security: Bees & Pollination	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Use fieldwork to observe, measure and record levels of biodiversity. ● Use data collected to inform opinions. ● Develop a deeper understanding and explanation of the role humans play in biodiversity. ● Explain the importance of the Sustainable Development Goals. ● Describe current farming concerns. ● Conduct a bee survey. ● Use physical and political maps to describe key physical and human characteristics of regions. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● The role of the Sustainable Development Goals in reducing world poverty. ● Reasons why farming is a growing concern. ● How farming has changed over the last 50 years. ● How ecosystems work symbiotically. ● The suitability of our grounds for pollinators. ● How high levels of biodiversity are beneficial to nature. ● How human behaviours are harming biodiversity. ● How humans can protect or sustain higher levels of biodiversity.

History – Anglo Saxons and Northumbrian Kings

Subject skills:

- Demonstrate secure understanding of the period studied by explaining the significance of key individuals, events, and social factors.
- Develop deeper understanding of the roles undertaken by a range of individuals pre1066.
- Begin to develop the ability to engage in chronological thought when examining change and continuity.
- Use evidence to explain the commonalities and contrasts between different historical periods.
- Begin to develop an awareness of the significance of cause, effect and consequence.
- Become introduced to the concept of usefulness and validity of sources by considering provenance and intent.
- Select, organise, and employ a range of source material to support and inform well-structured written responses.
- Begin to develop the ability to produce extended responses based on such selections and begin to develop the skill of evaluation.

Subject knowledge:

- What was life like in Anglo Saxon England before Viking arrival?
- Who were the Vikings?
- Where did the Vikings come from?
- How did the Vikings travel to England?
- Why did the Vikings travel to England?
- What was daily life like in a Viking settlement?
- What did a Viking battle look like?
- Do the Vikings deserve such a bad reputation?
- Who was Alfred the Great and what threat was he to the Viking Kingdom?
- The fall of the Vikings: what happened?

Modern Foreign Languages - La Mode de Vie

Subject skills:

- Recognise who is being talked about in the sentence from the pronoun.
- Translate simple phrases and sentences on a familiar topic.
- Recognise familiar words and phrases from spoken/written passages which also contains unfamiliar language.
- Converse briefly without prompts.
- Say phrases/sentences from memory so that others can understand.
- Use familiar adjectives to extend their writing and can sometimes use the correct form with a noun.
- Say and write a few sentences to describe a place or thing.
- Use the correct article to match the gender of the noun.
- Use their knowledge of phonemes in French to aid their understanding and pronunciation.

Subject knowledge:

- The conjugations of 'avoir' and 'etre' and gain a basic understanding of how they are used.
- Verbs and their infinitives.
- The names of different countries and nationalities.
- Francophone countries.
- Vocabulary and expressions linked to healthy eating and living.
- The names of different interests/sports and hobbies.

<ul style="list-style-type: none"> ● Read aloud with increasing confidence, speak in a clear, audible voice and use tone and gestures to help convey meaning. ● Adapt familiar sentences more confidently by changing a few words or combining phrases. ● Understand the main points and some detail from a short-written text. ● Use punctuation and other visual clues to aid their understanding/reading of a text. ● Decipher some new words and/or deduce meaning from the context of the sentence/text. ● Recognise whether nouns are singular or plural including some irregular plurals. ● Use familiar sentence structures to write new sentences from memory. ● Use some connectives to extend sentences and make writing more detailed to understand some familiar basic grammar. 	
Music – Music in Film and TV	
<p>Subject skills:</p> <p>Performing</p> <ul style="list-style-type: none"> ○ Perform their own compositions. ○ Perform pieces of music from film. <p>Listening and Appraising</p> <ul style="list-style-type: none"> ○ Listen with attention to detail and recall sounds with increasing aural memory. ○ Listen to various film scores using critical analysis. <p>Composition</p> <ul style="list-style-type: none"> ○ Compose a piece using an ostinato. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● How to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ● How to improvise and compose music for a range of purposes using the inter-related dimensions of music. ● Understand staff and other musical notations.
PE	
<p>Subject skills:</p> <p>Athletics</p> <ul style="list-style-type: none"> ● Perform a sprint using good technique, an 800m run around a track. ● Perform a long jump with a short jump up and a high jump over a bar using scissor kick technique. ● Perform a 5 x 80m using a correct baton change on the track. ● Throw and catch a ball with a partner from a range of positions and using both hands. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Understand how to hold a bat and the different fielding positions in a rounders game. ● Understand basic fielding positions and rules in diamond and pairs cricket. ● Understand the ready position. ● Understand fielding skills and positions on the posts. ● Understand the rules of a 9-a-side game.

<ul style="list-style-type: none"> ● Play a 9 a side game batting and fielding using the correct positions. <p>Rounders</p> <ul style="list-style-type: none"> ● Throwing and Catching - underarm and overarm, one and two handed. ● Hold a cricket bat correctly, being able to overarm bowl using the correct technique. ● Perform a forehand and backhand shot. ● Play a half court singles match. <p>Cricket</p> <ul style="list-style-type: none"> ● Bowling - overarm bowling. ● Batting - demonstrate correct grip, set shots. ● Fielding - demonstrate accurate throwing and catching. ● Play an effective part in Diamond and pairs cricket. <p>Tennis</p> <ul style="list-style-type: none"> ● Demonstrate the 'ready' position, showing a correct grip on the racquet. ● Demonstrate an accurate forehand and backhand shot. ● Demonstrate an accurate volley. ● Participate in a half-court singles match. 	
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PSHE

<p>Subject skills:</p> <ul style="list-style-type: none"> ● Describe the law and how it can impact your life. ● Identify what hate crime is and why it is reported to be on the increase. ● Explore how a person may feel if their gender identity doesn't correspond with their biological sex. ● Identify different kinds of loving relationships. ● Describe different types of families. ● Explain how people show commitment to each other. ● Describe why loving, stable relationships are at the heart of happy families, and how this relates to feelings of security. ● Explain the relationship between a stable, secure homelife and our state of physical and mental wellbeing. 	<p>Subject knowledge</p> <ul style="list-style-type: none"> ● The rule of Law (Introduction) ● Classifying the factors behind 'Hate Crime'. ● What is meant by a positive, healthy and loving relationship. ● Features of loving relationships, including the importance of consent. ● How a baby is made and the concept of pregnancy. ● The physical and emotional changes that occur during puberty and how to manage them. ● Know how to manage change and the new feelings, roles and responsibilities that accompany becoming more independent.
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<p>Subject skills:</p> <p>For Christians, what kind of king is Jesus?</p> <ul style="list-style-type: none"> ● Explain connections between biblical texts and the concept of the kingdom of God. ● Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. ● Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. ● Show how Christians put their beliefs into practice in different ways. ● Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today. ● Articulate their own responses to the idea of the importance of love and service in the world today. <p>Thematic: How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> ● Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. ● Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. ● Make clear connections between what people believe about God and how they respond to challenges in life (suffering, bereavement). ● Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives. ● Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. ● Offer a reasoned response, with evidence, expressing insights of their own. 	<p>Subject knowledge:</p> <p>For Christians, what kind of king is Jesus?</p> <ul style="list-style-type: none"> ● Some of the problems of the world (hunger, poverty, violence, lack of healthcare). ● Winners of the Nobel Peace Prize. ● Jesus' temptation in the wilderness. ● The 'kingdom parables'. ● The Feast: Luke 14:12-24. ● The Tenants in the Vineyard: Matthew 21:33-46. ● The work of Church Action on Poverty. <p>Thematic: How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> ● Ways in which religions help people to live, even when times are tough. ● The story of Job in the Jewish and Christian scriptures. ● Key concepts about life after death: Christianity, Hindu Dharma, non-religious. ● Ceremonies that mark death / passing away. ● Prayers, liturgies, meditation texts and songs used when someone has died. ● Examples of, 'art in heaven'.