

Year 6

Term – Summer 1

Science

This term for science the topic is 'Evolution and Inheritance'. The children will learn that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will also identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Lastly, they will be looking at how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

This topic will encourage the children to identify and explain causal relationships in data. Also, identify evidence that supports or refutes their findings, selecting fact from opinion. The final Investigation which will conclude science learning in term 1 is 'How do we know where dinosaurs lived?'

This term we will be learning about...

Ancient Egypt



Key Information SATS dates:

Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3

Humanities

This half term, Year 6 will be looking at Ancient Egypt. They will be exploring how it was an advanced ancient civilisation and why they lasted so long as a civilisation. They will also be exploring how religion can determine the choices people make.

They will also learn how people live depends on their location on the planet. Further details about this unit are on the knowledge planner attached. The final Investigation which will conclude humanities learning in term 1 is 'Why did the Ancient Egyptians last so long as a civilisation?'

RSHE

This half term, our big idea for RSHE is 'My Community'. Year 6 will be looking at the topic: My Relationships. Here, we will be exploring: mental health and our relationships with ourselves; grief and its effects; responses to difficult feelings; relationships with an imbalance of power; and the use of technology and the impact of online communities to our relationships with others and ourselves.

English

This term in writing, Year 6 will be exploring narrative writing to create atmosphere. This includes exploring literary features and exploring the purpose, impact and application of a range of figurative language devices. The emphasis is on developing an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. As such they will also be focusing on audience and form and how to keep the reader engaged using a range of techniques. Additionally they will be enhancing their writing skills through building and maintaining cohesion within their written pieces of work.

RE

In our new unit, the children will explore what qualities are important to present day religious leaders. Their key learning involves the roles and duties of religious leaders in several religions, including examples in both religious and secular communities. They will critically evaluate the role of leaders and the qualities leaders need to possess.

Mathematics

In maths children will be learning statistics. In this unit children learn what the mathematical mean is and how to calculate it and they consider when using the mean is particularly useful, for example when comparing sets of data of different sizes. Children learn what a pie chart is and how to interpret one, they compare tally charts and bar charts and learn when a pie chart is the best way to display data. Children develop their ability to interpret and create line graphs. In preparation for SATs the children will explore a unit on problem solving. This unit draws on the extensive range of skills and knowledge acquired by children to solve problems about number, measurement and geometry. The emphasis is on reasoning and selecting appropriate methods.

Computing

In computing the children will be exploring 3D Modelling. Children will design a digital model by combining 3D objects through choosing which 3D objects are needed to construct a model and modifying multiple 3D objects. Children will evaluate the model against a criteria and modify their model to enhance its features.

You might like to join in with our learning at home by:

Reading

- Expose yourself to a wide range of texts – play scripts, newspapers, non-fiction, poetry, stories. Make sure you are still reading DAILY!

Arithmetic

Practise answering arithmetic questions (36 questions within 30 minutes).
<https://www.toplevels.co.uk/ks-2-sats-year-6-arithmetic-papers/>

Reasoning

<https://www.toplevels.co.uk/sats-year-6-maths-question-by-topics/>

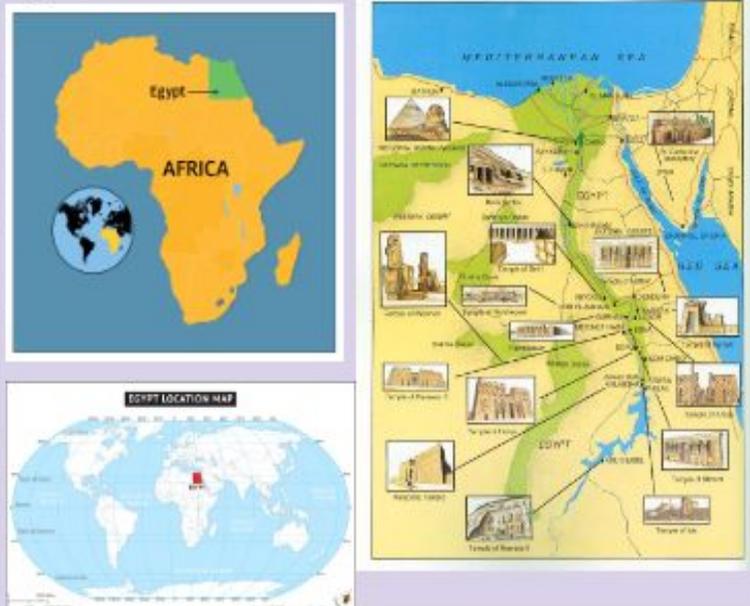
Spelling punctuation and grammar

<https://vocabularyninja.co.uk/sats-centre/spag-sats-questions/>

Year 6 - Geography/History. Final Enquiry: Why did the Ancient Egyptians last so long as a civilisation?

Theme	Learning Goal	Key Questions to be asked	Answers
	How people live depends on their location on the planet.	How are countries similar? How does the climate impact the way people live? How is life in a desert different from life in the UK?	Countries in similar latitudes and with similar biomes will have similar characteristics. People build houses, wear clothing and live their lives in a way which suits their biome. Egypt is a desert with scarce rainfall and limited water making this a most respected resource.
	Ancient Egypt was an advanced ancient civilisation.	What was the beginning of the Egyptian civilisation like? Were the Egyptians always powerful? When were the Egyptians at the height of their power? Where did the ancient Egyptians go?	The first dynasties combined to make Egypt in 3100BCE - 2686BCE in this early period. The old kingdom was from 2685BCE - 2180BCE when stone building began and the first pyramids were built. The New Kingdom was 1570BCE - 1080BCE when Egypt's power and wealth was at its height. The Ptolemaic Period 333BCE - 30BCE combined the Egyptian and Greek civilisations with Cleopatra as queen.
	Religion can determine the choices people make.	What did the Egyptians believe? How do we know what the Egyptians valued? What did Egyptians believe happened after death?	Egyptians had a polytheist religion with Ra and Osiris being the most important gods embodied by the pharaoh. Gods and goddesses were part animal and part human and were central themes in artwork and artefacts. They believed that life was preparation for the after life with their bodies being needed for them to come back.

Maps



Timeline	
3100 - 2686BCE	Early period. Beginning of Ancient Egypt. Hieroglyphic writing first appears.
2685 - 2180 BCE	Old Kingdom. Stone building begins.
2180 - 2040 BCE	First intermediate period. Collapse of central government resulting in famines.
2040 - 1670 BCE	Middle Kingdom. Kingdom reunited.
1679 - 1570 BCE	2nd intermediate period. Egypt conquered and ruled by the Hyksos.
1570 - 1080 BCE	New Kingdom. Egypt's power and wealth grew with the conquering of near lands. Chariots were invented.
1080 - 332 BCE	Late Dynastic period. Power begins to fade.
333 - 30 BCE	Ptolemaic period. Greek families rule.
30 BCE	Cleopatra dies and Romans conquer Egypt.

Key Vocabulary	
creation	Tutankhamun
underworld	discovery
Pharaoh	archaeologist
tomb	excavation
amulet	effects
Upper	biased
Lower	motive
delta	intent
hierarchy	evaluate
leisure	opinion

Geographical features	
Step pyramid (Saqqara)	First pyramid built during the Old Kingdom as a tomb for the pharaoh and his family.
Great pyramids of Giza	Oldest of the 7 wonders of the world. Built in 2570 BCE as tombs for the pharaohs.
Valley of the Kings	Part of the ancient city of Thebes. The valley has 62 known tombs of the pharaohs from the new kingdom onwards. Tomb of the boy king Tutankhamun was discovered here in 1922.

Geographical skills (Disciplinary Knowledge)	
Chronology	
Explain people's choices based on their placement on a timeline.	
Choose relevant national and international events for a timeline.	
Use a timeline to demonstrate changes and developments.	
Fieldwork / Enquiry	
Evaluate the usefulness and accurateness of different sources.	
Select the most important source of information.	
Present information in the most appropriate way	
Interpretation	
Make a judgement about a situation referencing evidence.	
Analyse evidence to draw conclusions	
Identify patterns shown by evidence and explain why they exist.	

Useful websites
https://www.britishmuseum.org/collection/egypt
https://www.bbc.co.uk/bitesize/topics/zq87xnb
https://www.twinkl.co.uk/teaching-wiki/ancient-egypt
https://www.youtube.com/watch?v=QovPpJLUsr8
https://www.youtube.com/watch?v=D1ToNTh0DY
https://www.youtube.com/watch?v=T7WhIyBq_Qo