

Welcome To Year 6

Welcome to the Summer Term. We can't believe that it is the final term for Year 6 at Oakfield: the time has flown by! The children have been working so hard and we are proud of their efforts.

This term, we are continuing to weave our 'Golden Threads' of **Character, Ambition** and **Diversity** throughout our curriculum, so every child can reach their full potential academically, as well as continuing to develop socially and emotionally.

Year 6 Key Information

The school day begins with a soft start from 8.40am, with registration at 8.50am. Year 6 finish at 3.30pm.

P.E. PE will be on a Monday and Thursday in Summer 1. Both PE days this term will be outdoor sessions with the Thursday session being forest school. Children come into school wearing the correct PE kit of a white t-shirt and black shorts/ joggers on these days.

After half term, PE will be on a Thursday (forest school) and Friday (with a tennis coach)

Home Learning

Reading

Pupils will bring a school reading book home every day, please remember to bring your reading book into school every day. We are also using the online Reading Plus programme and children can use this at home with their login details.

Maths and English

This homework will be set in their CGP workbook on a Friday to be completed by the following Friday where it will be marked as a whole class and any misconceptions addressed.

TTRS

Each pupil has their own TTRS log in. They will get most benefit from at least 3, 10 minute sessions a week.

Year 6 Curriculum Overview Summer Term

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How can you help at home?

In Maths, we are working on explaining our thinking, and revising the key concepts covered, so talking through problems given for homework and getting your child to tell you how they solved a calculation would be an excellent way to support their learning.

We would appreciate if you could support your child with their weekly spelling task, which is set on a Wednesday and returned on a Monday.

Year 6 are also asked to continue to practise their times tables and read at least 3 times outside school. Please check their reading records weekly and, if you have time, hear them read and enjoy their books with them! We aim to instil a lifelong love of reading in all children! Please sign your child's reading record, so we know that they have read at least three times at home.

Towards the end of term, we will carry out transition tasks to prepare us for our new start in September so please talk to your children about this.

As a mathematician, we will develop our number fluency, reasoning and problem solving skills. The Summer term commences with a range of problem solving. We will be looking at the structure of problems, using bar models and developing a systematic approach, algebra (order of operations) and ratio.

After half term we will move onto completing a range of real life based projects. These provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. In addition to this we will undertake a project on developing a theme park. Children will be able to develop their skills through solving a range of problems to do with their own theme park. design.

As a Linguist, we will develop our understanding of spoken and written English. We will study Angel Boy to discuss the main character's thoughts and feelings and write an internal monologue. We will then use our persuasive techniques to advertise a dream house.

After half-term, we will base our writing from the novel The Boy in the Girls' Bathroom by Louis Sachar. We will write a recount by writing the key events of the main character and continue to write a chapter exploring formal and informal language. We will also explore how to write from the perspective of a different character.

We will revise the following grammar objectives during our basic skills lessons: passive voice, verb tenses (simple, progressive and perfect), and practise using a range of punctuation.

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Year 6 Curriculum Subject Coverage

As Scientists, we will continue to learn about world-renowned male and female scientists (from different multi-cultural backgrounds) from past and present. We will discuss their character traits and explore how they had ambition to succeed. We will explore careers in science and discuss the skills and attributes required. Through our topic Living things: Evolution and inheritance we will be exploring variation and inheritance in different living things and how observations and fossil evidence have led to the theory of evolution. In the second half of the term, we will focus on making connections: Are some sunglasses safer than others? Where we will be testing light and UV transmission of different sunglasses through an enquiry to decide which pair work best.

In **Computing,** we will learn how to write a Blog. We will learn about how a blog can be used as an informative text and understand the key features of a blog. Through the topic we will create a blog or blog post with a specific purpose. In the second half of term we will study Networking. We will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

In **Modern Foreign Languages**, we will be taught Chinese by our **specialist teacher**. We will learn about cultural differences between China and the UK. We will chant, play games and sing songs to help us remember words, phrases and sentences. We will learn how to say directions and know how to say different transportation. We will be able to ask how you get to school and know how to respond.

Within **R.E.**, we will be discussing the question 'Why is there suffering?' We will develop an understanding of suffering and look at alternative ideas about responses to suffering through scriptures, quotes and images. Later in the term, we will be asking 'What place does religion have in the world today? We will listen to everyone's opinions and explore the terms empathy and tolerance.

As Historians, we will investigate how the achievements of the ancient Maya impacted their society and beyond; sequence the key periods of the Ancient Maya civilisation and identify periods that were happening in Britain at the same time. We will explain how the Ancient Maya settled in the rainforest and the challenges they faced as well as understand and describe their beliefs. By the end of the unit we will be able to name the features of the Ancient Maya cities and make deductions about them. Additionally, we will evaluate the reasons for the decline of the Maya civilisation, understanding the importance of archaeologists, archivists and historians in constructing our knowledge of the past.



Year 6 Curriculum Subject Coverage

As Geographers, we will understand the necessary steps to plan and carry out an independent field study. We will observe, measure, record and present our own fieldwork study of the local area. We will study data collection methods to determine the most effective data collection methods for fieldwork and plan the route for our fieldtrip.

Within P.E., in cricket, we will play shots that allow the ball to be hit to different areas of the field into spaces; work as part of a team that covers the area to make it hard for the batter to score runs; begin to vary the speed and length of deliveries when bowling and use skills and tactics to outwit opponents when bowling

In athletics we will communicate, collaborate and compete with others and work on developing control whilst performing skills at speed. We will understand the importance of being physically fit. Events that we will undertake consist of 600m, 80m running, standing long jump, vertical jump, standing triple jump, shot, javelin and cricket ball throw. We will take part in sports day where we can show off our skills to the best of our ability. We will also be taking part in tennis lessons via a coach and forest school with Mrs Robinson.

As **Musicians**, we will develop our knowledge of song ingredients! We will be listening out for that catchy hook, performing a chord progression, or composing the next hit song. We will learn how composers use the dimensions of music to communicate the message of a song as well as identify structural features such as verse, chorus and bridge. As the term progresses, we will learn to identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. We will have opportunities to learn to identify chromatic melodies with songs such as *Happiness is Not...* or compose and notate simple melodies inspired by *Ring Out The Bells* and *London Bells*. Throughout the term, we will listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world.

As **Global Citizens**, we will know how and when to seek support including which adults to speak to in school if we are worried about our mental health. In addition to this we will learn that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. In the second half of the term we, will learn about budgeting and what it means to budget and understand why financial management and planning is important from a young age. We will develop our understanding of financial terms such as loan, interest, tax and discount and think about why aspirations are important in helping to plan for the future



Year 6 Curriculum Subject Coverage

As **Design technologists**, we will look at working with textiles and combining different fabrics. We will learn about the different types of stitches that are used in textiles and also practise these stitches on some fabric. We will explore the way we create a range of different design ideas, developing our understanding of what needs to be presented when creating a range of designs. We will explore ways in which we can develop our initial designs to make a bag. Next, we will explore ways to enhance our product by adding different types of finishes. Then learn how to ensure we have a high quality, well finished product and then the fashion show will begin!

As **Artist and Designers**, we are going to create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting our primary school life with symbolic and personal meaning. We will discuss the work of artists that appreciate different artistic styles in order to create a sculpture to express ourselves in a literal or symbolic way. We will reflect verbally or in writing about creative decisions and suggest ways to represent memories through imagery, shapes and colours. We will draw a composition of shapes developed from initial ideas to form a plan for a sculpture, competently use scissors to cut shapes accurately and produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. After this, we will successfully translate our plans to a 3D sculpture using a show box. **(So please keep hold of any shoeboxes as we will need them for our project.)**