

**Year 6**  
**Summer Term 2021/2022 - Our Learning**



**Curriculum Overview - Year 6**

**English: Reading and Writing**

**English Reading**

We are readers! At our 8.30 am readers club we have given a particular focus to Oliver Twist, Pig Heart Boy and Rooftoppers.

**Oliver Twist by Charles Dickens (Children's Classics)**

**Summary**

Set in Victorian times, the story centres on an orphan boy called Oliver Twist. Oliver is sent to live in a workhouse, where the children are mistreated by the owners so he runs away to London and joins a group of pickpockets, ruled by a man called Fagin. What happens to Oliver?

**Pig Heart Boy by Malorie Blackman**

**Summary**

The story centres around Cameron, a thirteen-year old boy, who is in need of a heart transplant. As time appears to be running out for him, he agrees to take part in a pioneering transplant procedure, using a pig's heart instead of a human one. The situation is made even more difficult when Cameron's best friend, Marlon, breaks his promise to keep the transplant a secret and the press bring him and his family under intense scrutiny. How will Cameron and his family cope?

**Rooftoppers by Katherine Rundell**

**Summary**

Set in Victorian times, Sophie is twelve years old and seemingly orphaned as a result of a shipwreck. She is taken in by an eccentric, intellectual guardian, Charles, who raises her in a somewhat unconventional manner and the Welfare Agency aren't happy. So, with Charles, she escapes to Paris in search of her mother, who she is convinced is still alive. Does she find her mother?

**English Reading**

(Focus guided reading books. We also use additional extracts.)

**Begone the Raggedy Witches by Celine Kiernan**

**Summary**

We read this fantasy adventure. After a death in the family the Raggedy Witches come for Mup's mother. They will do anything to coax her back to the Witches Borough. The adventure starts here and Mup sees a very different side to her mother - striding, powerful and distant. Will anything ever be the same again?

	<p><b>The Island by Armin Greder</b>  <b>Summary:</b>  This haunting picture book, illustrated with striking charcoal images, is about how human beings respond to outsiders. When a man is washed up on the islanders’ beach, they are very unwelcoming. He appears different to them and is treated as a potential threat. Will anyone break away from the group and show kindness?</p> <p><b>Dare To Be You by Matthew Syed (CUSP)</b>  <b>Summary:</b>  We enjoy a mixture of text and illustrations that aim to encourage us to find our own way in life and celebrate what makes us special. Practical strategies to help with this are supported by personal insights from Greta Thunberg and Richard Branson. It is important preparation for our transition to secondary school.</p> <p><b>Treasure Island by Robert Louis Stevenson</b>  The story is about Jim, a young boy who goes in search of treasure after finding a treasure map. Jim faces shipwreck, a pirate mutiny, and sword fights. Does Jim survive?</p>
<p><b>English Writing</b></p>	<p><b>Narratives: Third person narrative recount of Alma and Macbeth, a prequel to a story, a diary entry, a setting description and a poem for our end of year assembly.</b></p> <p>This term we are focusing on writing a third person narrative recount, a prequel to a story (The Island by Armin Greder), a diary entry, a setting description and a poem for our end of year assembly. We learn the features of each narrative and consider our audience and the purpose for the writing. For each of our writing units we follow the four stages of planning, drafting, editing and publishing. We give particular consideration to grammar, punctuation and spellings at the editing and publishing stage. Our writing links to our other subject areas and we aim to be inspired to write as part of our wider studies.</p>
<p><b>STEM Subjects: Maths, Science, Design Technology and Computing</b></p>	
<p><b>Maths</b></p>	<p><b>We learn about the following topics:</b></p> <ul style="list-style-type: none"> <li>● <b>Properties of Shape:</b> We learn to calculate angles on a line and around a point, find angles in triangles, quadrilaterals and polygons and how to draw different shapes and nets accurately.</li> <li>● <b>Converting Units:</b> We explore measuring, converting and calculating with metric measures and learn how to convert between imperial measures.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Problem solving units:</b> We consolidate all of our learning from the year in various scenarios and practical tasks.</li> </ul>
<b>Science</b>	<p><b>Evolution and inheritance</b></p> <p>We explore the key features of evolution and what evidence scientists have of evolution through fossils. We learn that living things produce offspring of the same kind, but often offspring vary and are not identical to their parents. We learn to identify how animals and plants have adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<b>Design Technology</b>	<p><b>Cooking and nutrition: preparing and cooking a range of dishes</b></p> <p><b>Curriculum Link with Science - Animals including Humans (from the Spring Term)</b></p> <p>We learn how to cook foods that are often pre-made and processed. We build on our learning in PSHE to apply techniques to make dishes designed to help improve our energy levels, mood and future health. We learn how to cut vegetables safely; use different cooking terms; learn the differences between processed food and food made from scratch and how to have a healthy and varied diet. We have opportunities to cook some different dishes that have a good nutritional content and are looking forward to sharing them with our friends.</p>
<b>Computing</b>	<p><b>Programming - Sensing. Curriculum Link: PSHE - Healthy Me</b></p> <p>We begin with a simple program to build in and test in the programming environment, before transferring it to our micro:bit. Design features prominently in this unit. A design template is introduced, initially scaffolded to give us the opportunity to create code from a given design. That scaffolding is gradually reduced, then we create our own design using the same template. Finally, we use our design to create our own micro:bit-based step counter linked to our learning on different types of exercise and staying healthy in our 'Healthy Me' unit in PSHE.</p> <hr/> <p><b>Animation</b></p> <p>During this unit, we use a range of techniques to design and create a stop frame animation using Google Slides. We demonstrate a ball skill learnt in our PE unit 'Physical' (such as a kick, throw or jump). Next, we apply those skills to create a splash screen animation.</p>

## Art, Geography and Me!

### Art

#### **Art Strand: The Natural World. Curriculum Subject Link: Rivers**

We use our sketchbooks and explore how ideas translate and develop through different mediums (drawing in pencil, drawing in charcoal). We use a variety of drawing media to make different marks, lines, patterns and shapes within a drawing. Experimenting with the artist Katsushika Hokusai's artistic style, depicting the uncertainty of the sea as symbolic imagery and JMW Turner's expressive colourisations of landscapes and seascapes. We look in detail at 'The Great Wave' and 'Lyme Regis Circa 1834'. We create 'The Great Wave' using pencils, ink pens, watercolour paints and acrylic paints. We present our work to our peers, take part in a small scale critique (critical review of art work) so that brainstorming and mindmapping ideas, thoughts and reflections becomes part of the creative process.

#### **Art Strand: World Art. Curriculum Subject Link: Changing Me - PSHE**

We use our sketchbooks to explore the history and culture of the pop art period in history. We explore what identity means to us? Who am I? What makes me me? How am I changing? We discuss transition to secondary school; feelings, worries, adventures etc. We draw our own self portrait, inspired by Salvador Dali's surrealism, dreamlike scene. We annotate with key words to capture thoughts, worries, fears, hopes and dreams. We design 3D onomatopoeia words using collage and paint media. We plan, design and develop our portrait to incorporate the style of Lichtenstein, using a range of dry and wet media. What does this final expression of art in year 6 say about you? We share how other artists/ artwork has inspired us and how their work fits into the larger context. We feel safe to take creative risks and follow our intuition (fed with skills knowledge) and define our own creative journey.

### Geography

#### **Rivers. Curriculum Link: Art - Rivers**

We find out why rivers are so important to the towns and villages that have developed on their banks and how rivers are used. We look at the different features of rivers and how they can be changed through natural (erosion) and manmade (damming) actions. We learn the names and locations of the major rivers of the UK and the World and locate them using atlases and digital mapping - we explore which regions/countries major rivers travel through. The River Thames is a famous river and local to us. We look at how it is used, how its usage has changed over time and the impact of the river on the human and physical geography of London.

## Personal Development

### Personal Development

#### Relationships

Building on from previous units, we look in more depth about the importance of and how to take care of our mental health. We sensitively explore different types of grief and loss, recognising different emotions and how to manage them. We learn about how to stay safe online by understanding if something is real or fake and using technology responsibly.

#### Changing me

In this unit, we explore self image and the emotional and physical changes of puberty. We discuss change and link it with our transition from primary to secondary schools. We talk about some of the feelings and emotions we may be feeling as well as the emotions we may experience as teenagers.

#### Relationships and Sex Education (with parents/carers permission only)

This is only taught with parents/carers permission. There is a parents/carers workshop to discuss the curriculum in more detail so that parents/carers may make an informed decision about what is best for their child.

#### Year 6 Parent and Carer Sex and Relationships Education (SRE) Workshop

**Tuesday 17th May 2022 - 2.30 pm in the School Hall**

Parents and carers of pupils in Year 6 are invited to attend a workshop to learn more about the Sex and Relationships Education Curriculum.

## More Foundation Subjects: Foreign Language, Music, PE, Religious Education

### Foreign Language (German)

#### Poetry

We explore how books are often translated into different languages. We complete our own word for word literal translations and then compare them with an 'official' translation to see which is better and why. We work to translate a poem in class (Vergnügen by Bertold Brecht) starting with a literal translation then making informed decisions about what the poet is trying to say and finding different words to convey these thoughts.

In the second half of the unit, we use the Brecht poem as inspiration to write our own German poems about what makes us happy, using all of our previous German knowledge to describe preferences, talk about ourselves and use adjectives and verbs correctly.

<p><b>Music</b></p>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum.  Ms Mitchell is our subject leader and she oversees the music curriculum and our work with Sing.  This term we will be exploring:  <b>Pop Music and Music Around the World</b>  More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p>
<p><b>Physical Education (PE)</b></p>	<p><b>Real PE Unit 4: Physical</b>  We build upon the skills learnt in Year 5 and focus on the fundamental movement skills of dynamic balance to agility (jumping and landing) and static balance (one leg). We practise a variety of jumps including jumps with rotation, hopping and jumping into a lunge position. Through practice we develop the ability to perform a range of skills fluently and accurately.</p> <p><b>Athletics</b>  We start by looking at our running techniques. We learn how to start a race; perform a sprint start and how to pace ourselves during longer races. After this we move onto practising: relay races and how to give and receive the baton; hurdles using the same stride pattern each time; performing the long jump and throwing the javelin, discus and shotput. We then use these skills to compete in a class competition.</p> <p><b>Real PE Unit 6: Personal</b>  We build upon the skills learnt in Year 5 and pupils work on the fundamental movement skills of coordination (sending and receiving) and agility (ball chasing). We learn to pass a ball through throwing, rolling and kicking with increasing skill and accuracy. We learn to recognise our own strengths and weaknesses and set appropriate targets to improve our personal best.</p> <p><b>Striking and Fielding</b>  Cricket is the Year 6 game for this unit. We develop our fielding techniques through a variety of catching games. We learn how to overarm throw accurately to a target and develop control, accuracy and distance when batting. By the end of the unit we understand the rules of the game (kwik cricket) and are able to play a game using the skills we have learnt. We also build upon our rounder skills that we learnt in Year 5.</p>

**Religious  
Education  
(RE)**

**Religion and Respect of Faiths in the Community**

We learn that our community is built on various religious diversities, beliefs and values. We can identify similarities and differences in aspects of our own lives and with those of other people of different religions and beliefs. We can apply ideas of respect, tolerance and community cohesion to live together in modern Britain within our local community and the global community.