

Year 6

Summer Term 2022/2023 - Our Learning



Curriculum Overview - Year 6

English: Reading and Writing

English Reading

Skellig by David Almond

Summary: This moving novel focuses on a narrator, called Michael, who discovers a peculiar creature, called Skellig, within a rundown garage. Skellig appears to be ill and is unusual in his formation as half man, half beast. With a new baby sibling occupying his parents' thoughts and taking their attention, Michael feels the only person he can be truthful with is Mina, a new neighbour of his. Together, they work to get Skellig back to good health, as well as experiencing some amazing times with him, all whilst Michael's new baby sibling is unwell. The resolution of this book shows Skellig helping Michael in ways he could not have anticipated, culminating in a strong and meaningful bond between Michael and Mina.

Dare To Be You by Matthew Syed

Summary: In this practical and inspiring book, strategies are given to help young people find purpose, meaning and joy through life, as well as celebrating and acknowledging differences. Using both text and illustrations, Matthew Syed shares his own views, alongside those of inspirational figures such as Greta Thunberg and Richard Branson. Striking a perfect balance between use of humour and portrayal of some serious messages, pupils will be able to consider messages regarding self-belief and positivity. Additionally, practical tasks and suggestions end every chapter, enabling pupils to prepare for the imminent transition to high school and giving them tools to help mitigate any challenges this may present.

English Writing

This term the pupils will be focusing on five writing units:

1. Creating a factfile
2. Constructing impactful story openings
3. Effectively using dialogue in narrative
4. Describe the setting of a fantasy story
5. Rewriting scenes from a play

This broad range of writing units will encourage the pupils to focus on audience, purpose and form of writing. In Year 6, there is a particular focus on drafting and writing, as well as editing. Grammar, punctuation and spellings are focused on to support the

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| | pupils in creating cohesive and engaging pieces of writing. By the end of June, all children will have a collection of writing pieces which celebrate their writing achievements. |
| STEM Subjects: Maths, Science, Design Technology and Computing | |
| Maths | <p>This term the pupils will be revisiting a range of topics in Maths from Year 6 including:</p> <ul style="list-style-type: none"> • Project-based Maths, using skills such as carrying out research; collecting appropriate data; presenting data in tables, graphs and charts; and interpreting and analysing data. There will also be links to our orienteering unit as part of Geography. • Geometry- pupils will revise parts of a circle and angles. <p>Pupils will also be revisiting all the topics they have studied this year (and in KS2) in preparation for their SATs tests in May.</p> <p>Pupils will continue to work on arithmetic skills and will be exposed to mastery-style questions, in order to improve their fluency and confidence with different areas of Maths. Learning will continue to be supplemented through MyMaths homework tasks.</p> <p>After the SATs, the children will apply their mathematical knowledge through cross-curricular links as well as revisiting topics in preparation for Year 7.</p> |
| Science | <p>Evolution and Inheritance</p> <p>This topic will encourage the children to recognise that living things have changed over time and that fossils provide information of what inhabited Earth millions of years ago. Pupils will also recognise that living things produce offspring of the same kind but not identical to their parents and finally they will learn how animals and plants are adapted to suit their environment.</p> |
| Design Technology | <p>Electrical systems: complex circuits and switches</p> <p>In this unit, pupils will learn how electrical components, such as switches, can be combined in different ways to change how a project functions. As well as batteries, bulbs and motors, pupils will be taught safety when working with electrical circuits, as well as making accurate recordings and observations, identifying differences between series and parallel circuits and evaluating the functionality of different types of electrical products.</p> |

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| Computing | <p>Sensing: programming</p> <p>Pupils will be introduced to the micro:bit as an input, process, output device that can be programmed. Pupils will familiarise themselves with the device itself and the programming environment, before creating their own programs. Statements will then be used to direct the flow of the programme before creating programmes in MakeCode and then applying their learning to a micro:bit. This unit involves using key skills within the Year 6 curriculum including designing, writing and debugging programmes and using sequence, selection and repetition in programmes.</p> <p>Creating media: 3D designs and inkstamps</p> <p>In this unit, pupils will use 3D software Tinkercad alongside the vector drawing tools in Google Sheets in order to create a custom 3D printed ink stamp. They will gain a deeper understanding of the 3D printing process, and have opportunities to practise their problem solving skills in order to prepare their models for printing.</p> <p>Creating media: Splash Screen Animations</p> <p>During this unit, learners will use a range of techniques to create a stop frame animation using Google Slides. Next, they will apply those skills to create a splash screen animation.</p> |
| Art, Geography and History | |
| Art | <p>Art Strand: Portraiture. Drawing & painting - Changing Me</p> <p>Curriculum Links - Personal Development</p> <p>In this unit, pupils will use their sketchbooks to explore the history and culture of the pop art period in history. They will explore what identity means to them. Who am I? What makes me me? How am I changing? We will discuss transition to secondary school; feelings, worries, adventures etc. They will then draw their own self portrait, inspired by Salvador Dali, experimenting with continuous line contour drawing. This is a contour drawing done without picking your pencil off of the paper. It is essentially done with one long line. Pupils will create their own carbon paper, designing and developing their portrait to incorporate the style of Roy Lichtenstein's Ben Day dots method, using a range of dry and wet media. What does this final expression of art in year 6 say about you? They will share how other artists/ artwork has inspired them and how their work fits into the larger context. Pupils will feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey.</p> |

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| Geography | <p>Orienteering: map and fieldwork skills</p> <p>In this unit, pupils will revise four and six-figure grid references, as well as learning what orienteering is. They will learn to use maps correctly, including identifying easy points of reference, ensuring the map is oriented to the land and reading contour lines to see what different land types on a map are like. Pupils will go across to the field, where they will follow compass directions and use their orienteering skills by navigating and following instructions. This unit intertwines interpersonal skills and map skills perfectly, enabling pupils to gain a stronger appreciation of the physical geography of different types of land and within the local area of Hillingdon Primary School.</p> |
| History | <p>The Windrush Generation</p> <p>Building on from our Autumn study of ‘All Aboard the Empire Windrush’ in Guided Reading, this unit allows pupils to revisit a fascinating area of British History and build on their knowledge from a historical perspective. This unit combines the historical elements of community, democracy and power to consider how the people of the Caribbean helped Britain defeat Nazi-Germany during World War II (further building on our Spring History unit of World War II), the reasons for the migration from the Caribbean to England in 1948, what life was like for the Windrush migrants, and how the Windrush Generation have enhanced life in Britain.</p> |
| Personal Development | |
| Personal Development | <p>Relationships</p> <p>This unit explores the relationships we can form with both ourselves and others. It covers how to form friendships and how friendships can impact upon mental health; how to navigate grief; understanding how others may try to use power or control; and information on internet safety and using technology safely.</p> |
| | <p>Changing Me</p> <p>This unit explores some of the key changes pupils will be experiencing. It will scientifically communicate information about puberty, as well as the changing types of relationships pupils may form as they get older. Within this unit, there will also be important conversations and teaching points about body image, self-awareness and preparing for the transition to Secondary School.</p> |

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

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| Foreign Language (German) | <p>Poetry</p> <p>Pupils explore how books are often translated into different languages. They complete their own word for word literal translations and then compare with an ‘official’ translation to see which is better and why. Pupils work to translate a poem in class, starting with a literal translation before making informed decisions about what the poet is trying to say and finding better words/ways to convey this. Those who want to, may be able to enter their finished translation into the Stephen Spender prize for translation</p> <p>Celebrating what we know</p> <p>Pupils use the poetry as inspiration to write their own German poems about what makes them happy, using all of their previous German knowledge to describe preferences, talk about themselves and use adjectives and verbs correctly.</p> |
| Music | <p>We work in partnership with Sing Education to deliver our music curriculum.</p> <p>The school’s music subject leader oversees the music curriculum and our work with Sing.</p> <p>This term pupils will be exploring:</p> <ul style="list-style-type: none">• Exploring Pop Music• Creating Music for Film and TV: Character, Atmosphere and Environment <p>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>Note: as part of an exciting project that Year 6 have been invited to join, giving them the opportunity to perform opera at the Royal Opera House as a year group, some music lessons will be dedicated to this project in the place of elements of the given music curriculum, although pupils will be exposed to both units above. This will also link in to the Year 6 Summer Production of ‘The Magic Flute’.</p> |
| Physical Education (PE) | <p>Real PE Unit 4: Physical</p> <p>This unit will build upon the skills learnt in Year 5 and pupils will focus on the fundamental movement skills of dynamic balance to agility (jumping and landing) and static balance (one leg). The pupils will practise a variety of jumps including jumps with rotation, hopping and jumping into a lunge position. Through practice they will develop the ability to perform a range of skills fluently and accurately.</p> |

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| | <p>Athletics</p> <p>In this unit pupils will start by looking at their running techniques. They will learn how to start a race; perform a sprint start and how to pace themselves during longer races. After this they will 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. They will then use these skills to compete in a class competition</p> |
| | <p>Real PE Unit 5: Personal</p> <p>This unit builds upon the skills learnt in Year 5 and pupils work on the fundamental movement skills of agility (ball chasing) and coordination (sending and receiving). They will be able to self select and perform appropriate warm-ups and cool down activities and can identify possible dangers when planning activities.</p> |
| | <p>Striking and Fielding</p> <p>Cricket is the Year 6 game for this unit. Pupils will develop their fielding techniques through a variety of catching games. They will also learn how to overarm throw accurately to a target and develop control, accuracy and distance when batting. By the end of the unit they will understand the rules of the game (kwik cricket) and are able to play a game using the skills they have learnt. They also build upon their rounder skills that they learnt in Year 5.</p> |
| <p>Religious Education (RE)</p> | <p>Humanism and Local Community beliefs</p> <p>Key Question: What are the key concepts of the belief structure of Humanism?</p> <p>Key Question: Religions in the local community - what will make our town a more respectful place?</p> <p>In this unit the pupils will learn about the key concepts around the belief structure of Humanism. They will explore the ideas of groups of people who consider themselves either atheist or agnostic. They will discover the motives by which Humanists live their lives, their ceremonies and their influence on the world. They will understand that all people regardless of beliefs (or lack thereof) are crucial to society and deserving of respect. Towards the end of the unit, students will take a more localised approach to learning, considering the distribution of religions within the local area of Hillingdon and thinking about how tolerance is currently shown, and what could be done to increase religious tolerance and respect towards all religions (and those who may not follow a faith).</p> |