

As readers and writers we will:

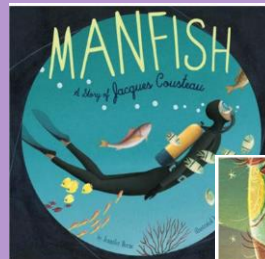
Study 'Manfish' by Jennifer Berne and 'Sky Chasers' by Emma Carroll to learn to:

- Ask relevant questions
- Listen and respond
- Speak audibly and fluently
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Use Standard English
- Select and use appropriate registers for effective communication
- Identify and discuss themes and conventions
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Recommend books to peers
- Learn poetry by heart
- Prepare poems and plays for performance
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussion about books
- Provide reasoned justifications for views
- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Choose the appropriate register
- Proof-read for spelling and punctuation errors
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Précis longer passages
- Integrate dialogue to convey character and advance the action
- Distinguish between the language of speech and writing
- Perform own compositions using appropriate intonation, volume and movement

Y6 Curriculum Summer Term Cycle 1



Book we will read together:



As mathematicians we will:

- Measure and calculate angles on a straight line, around a point and in different triangles
- Understand the properties of circles
- Read and plot coordinates in four quadrants
- Translate and reflect shapes
- Understand nets of different 3D shapes
- Solve a range of problems involving different areas of maths

As scientists we will:

- Define the term 'organism' and name the seven life processes of all living things.
- Describe the work of Carl Linnaeus.
- Define the term 'vertebrate' and name the vertebrate groups.
- Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- Compare the characteristics of the vertebrate groups.
- Define the term 'invertebrate'.
- Describe the characteristics of worms, snails, spiders and insects.
- Compare the characteristics of the invertebrate groups.
- Name the plant groups.
- Describe the characteristics of flowering plants, ferns, mosses and conifers.
- Define the term 'micro-organism' and name some examples.
- Use a classification key to group and identify organisms.
- Make a simple classification key.

As designers and makers we will:

- Design a stuffed toy, considering the main component shapes of their toy.
- Create an appropriate template for their stuffed toy.
- Join two pieces of fabric using a blanket stitch.
- Neatly cut out their fabric.
- Use appliqué or decorative stitching to decorate the front of their stuffed toy.
- Use blanket stitch to assemble their stuffed toy, repairing when needed.
- Identify what worked well and areas for improvement.

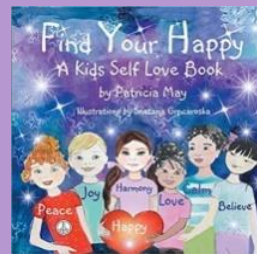
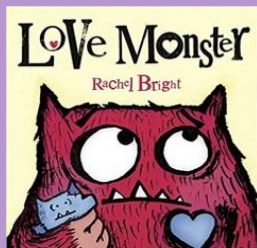
As computer users we will:

- Recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software.
- Recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities.
- Make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning.
- Explain ways that Big Data or IoT principles could be used to solve a problem or improve efficiency within the school and prepare a presentation about their idea, considering the privacy of some data.
- Present their ideas about how Big Data/IoT can improve the school and provide feedback to others on their presentations.
- Evaluate code, understanding what it does and adapt existing to code for a specific purpose.
- Debug programs and make them more efficient using sequence, selection, repetition or variables.
- Design appropriate housing for their product using CAD software, including any input or output devices needed to make it work.
- Create an appealing website for their product, aimed at their target audience which explains what their product is and what it does, using persuasive language.
- Create an edited video of their project, articulating the key benefits.
- Describe and show how to search for information online and be aware of the accuracy of the results presented.
- Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.
- Explain how sharing online can have both positive and negative impacts.
- Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.
- Explain what a digital reputation is and what it can consist of.
- Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.
- Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication.
- Explain what to do if passwords are shared, lost or stolen.
- Describe strategies to identify scams.
- Explain ways to increase their privacy settings and understand why it is important to keep their software updated.

As musicians we will:

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation.
- Perform the leavers' song with confidence.
- Define some key features of Baroque music, including recitative, canon, ground bass and fugue.
- Take part in a vocal improvisation task based on Baroque recitative.
- Play several parts of a canon using staff notation, with or without letter names.
- Compose a ground bass melodic ostinato.
- Notate a ground bass pattern using staff notation.
- Name some well-known Baroque composers and describe what musical features they were known for.
- Learn a fugue part by reading staff notation, with or without note names.
- Perform a fugue.

As citizens we will we will explore:



In RE we will:

- Develop our understanding of what it means to be a Muslim in Britain today.

In PE we will:

- Develop our skills in a range of summer games and gymnastics.

As geographers we will:

- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.

As historians we will we will :

- Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.
- Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.
- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.
- Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.
- Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
- Make deductions using inventories and making judgements as to whether a person was rich or poor.
- Explain how inventories are useful to historians and create a realistic inventory.

As linguists we will:

Be learning about holidays and discovering the fascinating country of France. By exploring different types of accommodation and activities, children build their vocabulary and pronunciation skills, planning their own holiday.