

As readers and writers we will:

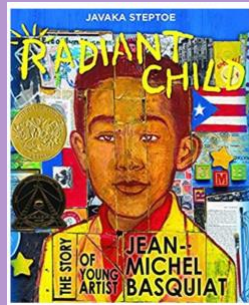
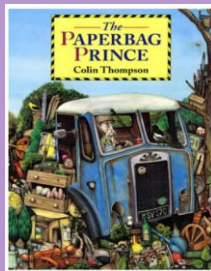
Study 'The Paperbag Prince' by Colin Thompson to learn to:

- Use modal verbs to indicate degrees of possibility
- Use devices to build cohesion within a paragraph
- Choose the appropriate register
- Use brackets, dashes or commas to indicate parenthesis (recap)
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use precise word choices
- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Use persuasive language: quotes and rhetorical questions
- Directly appeal to the reader
- Support points using persuasive examples and provide evidence
- Provide well-developed factual information for the reader
- Include a summarising statement

Study 'Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javaka Steptoe to learn to:

- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Use adverbs to indicate degrees of possibility
- Use a wider range of devices to build cohesion across paragraphs
- Link ideas using tense choices
- Use precise word choices
- Clarify technical vocabulary
- Select language to appeal to the reader
- Use a formal tone
- Adapt formality to suit purpose and audience
- Use fronted adverbials e.g. also, additionally, usually, commonly
- Provide well-developed factual information for the reader
- Manipulate style for specific purpose and audience
- Write an introduction

Book we will read together:



Y6 Curriculum Summer Term Cycle 2



In RE we will:

- Explore why Hindus want to be good

In PE we will:

- Continue to develop our Swimming strokes and life-saving skills.
- Learn how play badminton and develop skills when using a racquet and shuttle cock.
- Develop Gymnastic routines on floor and apparatus.
- Take part in Forest School activities.

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:

- Decide on a suitable recipe for our course.
- Record the relevant ingredients and equipment needed.
- Follow a recipe, including using the correct quantities of each ingredient.
- Write a recipe, explaining the process taken.
- Explain where certain key foods come from before they appear on the supermarket shelf.

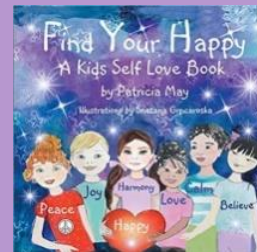
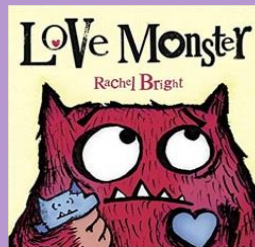
As computer users we will:

- 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.

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As citizens we will we will explore:



As geographers we will:

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Compare the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

As historians we will we will :

- Name the features of a banknote.
- Make inferences about a person using a banknote.
- Explain the significance of historical figures.
- Make inferences from sources.
- Apply criteria to decide if a person is historically significant and explain why.
- Explain the significance of William Tuke.
- Research important aspects of a person's life.
- Explain what makes a person significant.

As linguists we will:

- Use French verbs to describe a French week.
- Describe 'My French Family'.

As musicians we will:

- spend the topic creating their very own leavers' song personal to their experiences as a class.