Alice Ingham RC Primary School

Year 6 – Curriculum Overview - Summer Term

	Summer: Half Term 1		Half Term	Summer: Half Term 2	
Religion	Other Faiths	Pentecost: Witnesses		Reconciliation: Healing	Universal Church: Common God
English	Poetry – Places			Poetry - Performance	
	Fiction	**Non-Fiction**		**Fiction**	**Non-Fiction**
	Model Text Way Home by Libby Hathorn **Genre** Fear Story **Toolkit** Using & applying all Toolkits **Independent Writing** Own story based on Way Home	**Model Text** Homelessness information text from internet **Genre** Information **Toolkit** Information **Independent Writing** Information text based on themes in Way Home		**Model Text** The Arrival (hook text) **Genre** Journey/Beat the Monster story **Toolkit** Using & applying all Toolkits **Writing outcomes** Short writes using The Arrival as a stimulus AND/OR a longer story	**Text** All models from Year 6 **Genre** variety of genres **Toolkit** Securing end of year objectives **Writing outcome** Free choice non-fiction – 2 pieces both polished and published
	Cross curricular writing **Explanation**			**Cross curricular writing** **Information**	

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<table>
<tr><td rowspan="2">Maths</td><td>Geometry – Properties of Shape</td><td>Problem Solving</td><td rowspan="2"></td><td>Statistics</td></tr>
<tr><td colspan="2">
Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
Draw given angles, and measure them in degrees (°).
Draw 2D shapes using given dimensions and angles
Compare and classify geometric shapes based on their properties and sizes, and find unknown angles in any triangles, quadrilaterals and regular polygons.
Use the properties of rectangles to deduce related facts and find missing lengths and angles.
Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and ½ a turn (total 180°); other multiples of 90°
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius.
Identify 3D shapes, including cubes and other cuboids, from 2D representations
Recognise, describe and build simple 3D shapes, including making nets.
Solve number problems and practical problems that involve all of the above.
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
Solve number and practical problems that involve all of the above
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
</td><td>
Calculate and interpret the mean as an average.
Interpret and construct pie charts and line graphs and use these to solve problems
Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.
Solve comparison, sum and difference problems using information presented in a line graph
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	• Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • Solve problems involving number up to three decimal places. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 • Solve problems involving number up to three decimal places. • Solve number and practical problems that involve all of the above • Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. • Solve problems involving converting between units of time • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time		

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	from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Describe positions on the full coordinate grid (all four quadrants).		
Science	Healthy Bodies • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans		We are Scientists At Alice Ingham, the final Summer term is a term in which we allow children to build upon the skills they have learnt and developed this year and apply them. Children will use their skills through: • Sports Week, when the children will think about their bodies and the benefits of exercise. • Nutrition Week – when the children look at the importance of a healthy and balanced diet • Science week – during which the children will be able to take part in a variety of different investigations linking with our Science visitors • Space Week – children enjoy a whole week themed around space during which the children will have an opportunity to camp at school so they are able to observe the night sky (NB – this particular week may be held at an alternative time in the school calendar when the equipment is available to us). • Science Fair – when the children showcase their science work from the academic year for other classes and parents.

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Geography	North America Children will be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		

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History			How has Life Changed in Britain since 1948 Children will study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. To do this, they are going • To identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades. • To identify similarities and differences between types of sources of information available in different periods in the past. • To find out some of the main events of the 1950s and to investigate what life was like during this period. • To find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period. • To find out about some of the main events of the 1970s and to investigate what life was like in Britain during this period. • To find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period. • To investigate what life was like in Britain in the 1990s and to identify connections between different aspects of life since 1948.

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Art	Monet and the Impressionists Children will be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history		
Design Technology			Navigating the World • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Apply their understanding of computing to program, monitor and control their products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Computing	iCommunicate This topic focuses on podcasting, blogging, vlogging and broadcast channels. Children will look at the origins of these four areas before learning how to create their own. Pupils will also discuss how digital networks such as the internet have made remote collaborations possible and very easy. • Pupils know what a podcast is • Pupils know the difference between a feature and an introduction • Pupils can differentiate between a podcast, blog and a vlog • Pupils can write a simple blog about a certain subject		iControl Children will build upon their coding knowledge gained during this year and learn how to control both simulated and external systems. Pupils will use computational thinking to plan, create and write a program to run an external device. This will involve writing code within the language Blockly, stringing code together to make algorithms, solving and debugging any issues, and coding to achieve the goals set out for them. At the end of this unit pupils will have the opportunity to test their code on a physical object. • Pupils can name industries where robotics have helped increase productivity • Pupils know that Java and Blockly are programming languages

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	• Pupils can turn a blog into a vlog • Pupils know what a jingle is and can create one themselves • Pupils know key characteristics of a feature • Pupils can write a description with a specific audience in mind • Pupils can incorporate their feelings and opinions about the subject while creating their work • Pupils can delegate different roles to each member of their group while recording their podcast		• Pupils can look at simple code and explain what it will do • Pupils are able to code a simple presentation guide path • Pupils can identify errors in their code after it has failed • Pupils are able to fix their code after it has failed without assistance • Pupils can explain why certain robots have functions when given their job role • Pupils know that pitch, roll and yaw are words that describe movement • Pupils will be able to use conditionals as part of their code • Pupil can define and use the speak function within their code
Music	Class Jam		Ukeleles
	This course takes pupils musical knowledge and directs it into creating a dynamic musical performance. Pupils will play Chime bars, African drums, Boomwhackers, Keyboards and accompany with both vocal and instrumental percussion to recreate famous popular songs. They will learn how dynamics, harmony and melody are used to convey emotions and themes within music and become confident in performing on multiple instruments within an ensemble performance. • Pupils know the different instrument types and names as well as how to play them all. • Pupils can recognise that an accompaniment is something that backs up the melody part. • Pupils can play along in time to the performance videos to an ok standard. • Pupils can respond to different tempos while playing the Class Jam songs and can play the songs well at the fastest tempo. • Pupils can recognise the difference between Major and Minor chords/keys and different chord types. • Pupils can play along in time to the performance videos to a great standard. • Pupils can play along with the performance videos with no volume and it sounds great.		During this course, pupils will learn to play the Ukulele. Pupils will learn the correct names of the different parts of the instrument and the notation values of the strings. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. Keystage 2 pupils will learn different playing techniques such as stumming chords and holding down multiple strings to make playing a succession of notes easier. Pupils will also learn how to read tablature music and use this method to play some popular pieces of music. • Pupils know that the Ukulele is an example of a string instrument. • Pupils understand that Ukulele music can be written down using tablature or staff notation. • Pupils can play a C Major chord. • Pupils can correctly hold a Ukulele. • Pupils can play an A Minor chord. • Pupils are able to read and play a piece of tablature on one string. • Pupils can aurally identify the difference between a rhythm and a lead Ukulele part. • Pupils can play a song on a Ukulele with some mistakes. • Pupils know how to play 3 or more chords on a Ukulele.

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	• Pupils can play the separate parts well, using only the music booklets. • Pupils can play two notes on a keyboard at the same time. • Pupils can play every single instrument to a great standard.			• Pupils can play a song reading the tablature and using the correct stave notation.	
PE	Ball Skills	Throwing and Catching		Dance	Athletics
	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending •			Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best •	
MFL (Spanish)	Family Stories and Conversation			Cultural Diversity and Embedding Learning so far	
	Children will be introduced to vocabulary on different family members and how to describe them. They will then build on what they have learnt in previous units by learning larger numbers and new questions, before using new vocabulary to hold longer and more complex conversations. The children will also learn how to conjugate the verbs 'to be' and 'to have' in the present tense. • Pupils can say some of the family members. • Pupils can conjugate the verb 'to have' in the first and third person, in the present tense, with a low level of accuracy. • Pupils can conjugate the verb 'to be' in the first and third person, in the present tense, with a low level of accuracy. • Pupils can say some of the descriptive words covered in the unit.			Children will learn about Spain culture, schools in Spain and the Spanish speaking world. They will also revise all the vocabulary that they have covered in previous units such as animals, colours and numbers. Children will practise asking and answering all the questions that they have been introduced to in the previous units and will use these questions to practise speaking in full sentences. • Pupils can say most of the multiples of 10 up to 100. • Pupils can say one of each type of animal covered. • Pupils can say the phrases "I like…" and "my favourite animal is…". • Pupils can say some facts about the country. • Pupils can say most of the numbers 1-100. • Pupils can say several examples of each type of animal covered. • Pupils can give at least one reason for why they like an animal. • Pupils can accurately say all the colours covered across the units. • Pupils can say lots of animals of each type.	

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	• Pupils can ask "do you have any brother os sisters?" and answer using the verb 'to have' and their famly member vocabulary. • Pupils can accurately conjugate the verb 'to have' in the first and third person in the present tense. • Pupils can accurately conjugate the verb 'to be' in the first and third person in the present tense. • Pupils can say all the family members covered in the unit. • Pupils can fully conjugate the verb 'to have' in the present tense. • Pupils can fully conjugate the verb 'to be' in the present tense.		• Pupils can say lots of facts of about the country.