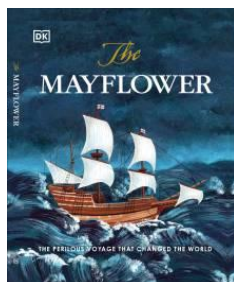


Year 6 – Learning Overview Summer Term

Topic: Historic Harwich



ENGLISH

Reading Comprehension



Understand what they read by:
 Checking that the book makes sense to them,
 discussing their understanding and exploring the
 meaning of words in context.

Asking questions to improve their understanding.

Drawing inferences such as inferring characters'
 feelings, thoughts and motives from their actions,
 and justifying inferences with evidence.

Predicting what might happen from details stated
 and implied.

Summarising the main ideas drawn from more than
 1 paragraph, identifying key details that support the
 main ideas.

Identifying how language, structure and
 presentation contribute to meaning.

MATHS



Read, write, order and compare numbers up to 10
 000 000 and determine the value of each digit
 Round any whole number to a required degree of
 accuracy

Use negative numbers in context, and calculate
 intervals across zero

Solve number and practical problems that involve
 all of the above.

Multiply multi-digit numbers up to 4 digits by a two-
 digit whole number using the formal written method
 of long multiplication

Divide numbers up to 4 digits by a two-digit whole
 number using the formal written method of long
 division, and interpret remainders as whole number
 remainders, fractions, or by rounding, as
 appropriate for the context

Divide numbers up to 4 digits by a two-digit number
 using the formal written method of short division
 where appropriate, interpreting remainders
 according to the context

Perform mental calculations, including with mixed
 operations and large numbers

Identify common factors, common multiples and
 prime numbers

Use their knowledge of the order of operations to
 carry out calculations involving the four operations

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

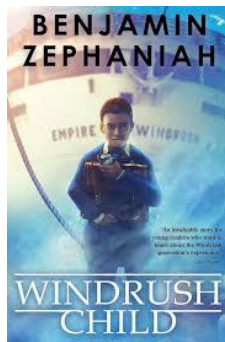
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views

Writing – composition

Pupils should be taught to:

Plan their writing by:



Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Draft and write by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Proofread for spelling and punctuation errors

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

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.

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination

Compare and order fractions, including fractions > 1

Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{3} = 8 \frac{1}{3}$]

Divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{4}$]

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375]

for a simple fraction [for example, $8 \frac{3}{4}$]

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Multiply one-digit numbers with up to two decimal places by whole numbers

Use written division methods in cases where the answer has up to two decimal places

Solve problems which require answers to be rounded to specified degrees of accuracy

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

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 the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

Solve problems involving similar shapes where the scale factor is known or can be found

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

use simple formulae

Generate and describe linear number sequences

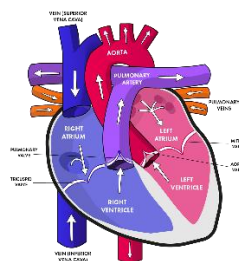
Express missing number problems algebraically

Find pairs of numbers that satisfy an equation with two unknowns

Enumerate possibilities of combinations of two variables.

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

SCIENCE



Biology – Animals, including humans

Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood

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Describe the ways in which nutrients and water are transported within animals, including humans

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

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Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

Convert between miles and kilometres

Recognise that shapes with the same areas can have different perimeters and vice versa

Recognise when it is possible to use formulae for area and volume of shapes

Calculate the area of parallelograms and triangles

Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Draw 2-D shapes using given dimensions and angles

Recognise, describe and build simple 3-D shapes, including making nets

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Describe positions on the full coordinate grid (all four quadrants)

Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Interpret and construct pie charts and line graphs and use these to solve problems

Calculate and interpret the mean as an average.

GEOGRAPHY



Use maps, atlases, globes and digital maps to locate countries and features

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 knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

HISTORY

A local history study – a study of time tracing how several aspects of national history are reflected in the locality: The Mayflower.



PSHE



Relationships:

I know that it is important to take care of my mental health.

I know how to take care of my mental health

I understand that there are different stages of grief and that there are different types of loss that cause people to grieve

I can recognise when people are trying to gain power or control

I can judge whether something online is safe and helpful for me

I can use technology positively and safely to communicate with my friends and family

Changing Me:

I am aware of my own self-image and how my body image fits into that.

Puberty I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend

I am aware of the importance of a positive self-esteem and what I can do to develop it

I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class

FOREIGN LANGUAGES

My Town

Recall places in town and use a bilingual dictionary to find new places in our town

Describing where I live

Give my opinion on where I live and reasons why.

Café Culture

Say and write food and drinks I like/dislike

Ask someone else about their likes/dislikes

Order café food and drinks politely.

Identify and name traditional French breakfast foods and drinks.

Write a simple sentence about my favourite breakfast.

Create and describe a hotel breakfast menu.

Take part in a café role play and write the conversation



COMPUTING

Programming with Minecraft Education

Use computational thinking to solve coding puzzles.



Practice CS concepts such as sequences, events, loops, variables and debugging.

Analyse and solve problems using algorithmic thinking and problem decomposition.

RELIGIOUS EDUCATION

Research and review different religious beliefs of peace.

Examine the connection between religion and conflict.

Investigate the motives, actions and impact of activists promoting peace.

Identify the different ways in which religious members express their desire for peace.

Construct a balanced argument which examines both viewpoints and expresses a personal conclusion.

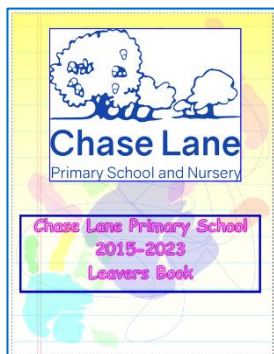
The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway

We are Publishers

Manage or contribute to large collaborative projects, facilitated using online tools.

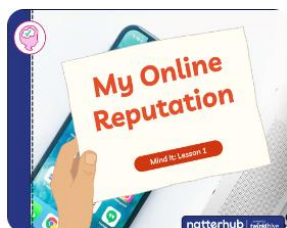
Source digital media while demonstrating safe, respectful and responsible use.

Design and produce a high-quality print document.



Online Safety

Understand how to create a positive online reputation.



Understand how our digital actions now can impact our future.

The different views about the nature of knowledge, meaning and existence.

Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.

The use of Jakata Tales as a source of moral guidance



ART



Printing

Combine different printing techniques within the same piece of artwork

MUSIC

(Matilda the Musical)



Preparation for Year 6 Musical Production & end of year leavers assembly.

Looking at the original 'Matilda' novel by 'Roald Dahl' through various media.

As a year group, learning / rehearsing / preparing all the songs from 'Matilda Jr (The Musical)' in one or two parts (as per the vocal arrangements).

Auditioning for individual parts in 'Matilda'.

Year 6 'Educational Visit' to London's West End, experiencing a matinee performance of the stage production 'Matilda'.

Working with all the Year 6 staff to learn / rehearse / prepare a full stage production of 'Matilda Jr' (The Musical).

Performing 'Matilda Jr' (The Musical) to the whole school & families.

Working with all the Year 6 staff & pupils to create / learn / rehearse / prepare a Year 6 Leavers Assembly 2024.

PHYSICAL EDUCATION

To demonstrate good agility and balance in order to throw accurately

To throw and catch under pressure

To use fielding skills to stop the ball effectively, such as the 'Long Barrier'

To learn batting control and how to direct the ball
Learn and understand how to play in different positions in a game

Play in tournaments and use tactics, whilst working as part of a team

Be able to assess and analyse strengths and weaknesses

To run efficiently for speed

To demonstrate good arm and leg technique

To investigate running styles and changes of speed

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| <p>To demonstrate good running technique in a competitive situation</p> <p>Sprint a short distance as part of a team</p> <p>Understand how to perform a standing broad jump</p> <p>Explore different footwork patterns for jumping and apply correct technique when attempting to jump further distances</p> | <p>Performing the Year 6 Leavers Assembly 2024 to the whole school & families.</p> <p>Incorporate songs and musical activities to the wider year 6 curriculum where possible.</p> <p>Continue to build individual self-confidence and self-esteem through musical performance.</p> |
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