



English

As writers, our learning will be centred around our core text of 'Shackleton'



Through this, we will:

- Use dialogue to indicate character and event.
- Consider the formality of a text and the related grammatical and language devices.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary, making selections for precision.
- Evaluate own and others' writing; with direction, proof read, edit and revise.
- Identify the intended audience and purpose in order to manipulate grammatical and presentational structures for effect.
- Enhance cohesion through strategies such as adverbials, conjunctions, pronouns and precise tense changes.
- Use punctuation to enhance clarity, such as commas to demarcate different clauses and parenthesis.
- Describe characters, settings and create atmosphere, to convey characters emotions and enhance the action.
- Debate, discuss and re-enact key themes from the book.

YEAR 6

SUMMER 1



The **DIAMOND**
Learning Partnership Trust
Be Inspired



Reading

Our reading for pleasure text will be 'The final Year' by Matt Goodfellow..



As readers, we will focus on:

- Participating in discussion about our book, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Summarising main ideas from more than one paragraph, identifying key details which support these.
- Readily asking questions to enhance understanding.
- Making comparisons within and across books.
- Evaluating how authors use language, including figurative language and its effect on the reader.
- Drawing inferences about a character or what will happen next and justify these with evidence from the text.



Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus on 'Measures and Shape.'

Through this, we will:

- Converting between different units of measures.
- Solving problems using measures, particularly focusing on time and money.
- Plotting and finding co-ordinates in four quadrants.
- Translation of shapes
- Understanding reflection of shapes as well as lines of symmetry within shapes.
- Identifying the area of triangle and a parallelogram.
- Drawing and measuring with different angles.



French

A As learners of language, our Kapow unit is 'Planning a French holiday.'

Through this, we will:

- Read and understand a simple story.
- Identify use of present and future tenses in reading and listening.
- Know how to form the near future tense.
- Speak in sentences.
- Integrate familiar language into a new context.
- Create a written paragraph including present and future tenses.
- Use a bilingual dictionary confidently.



History

As historians, unit is 'Unheard History: Who should go on a banknote?'

Through this, 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.



Geography

As geographers, our unit is 'Where does energy come from?'

Through this, 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.
- 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.



Science

As scientists, our unit is 'Circulation and Exercise.'

Through this, we will:

- Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health.
- Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system.
- Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body.
- Recall what is meant by heart rate.
- Identify the pattern between animals' size and heart rate and quote values as evidence.
- Describe how different exercises affect heart rate and explain why heart rate changes during exercise.



Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Passport to the world
- Genome Campus visit
- Britten Sinfonia visit
- Grafton Water visit



Art

As artists, our unit is 'Make my voice heard.'

Through this, we will:

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Use tools effectively to explore a range of effects.
- Respond to the meaning of a spirit animal through drawing.
- Generate symbols that reflect their likes and dislikes with little support.



Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework each week:

- Complete CPG homework pages in English and Maths.
- A minimum of 5 x 15 minute reads a week to be signed in diaries and quizzing on Accelerated Reader.



PE

As a sports person, we will focus our learning on 'Dance and Cricket'

Through this we will:

- Plan and perform sequences individually and in groups.
- To work co-operatively with a partner and employ tactics to outwit an opponent.
- To develop the forehand and backhand groundstroke.
- To develop accuracy of the underarm serve.
- combine and link an increasing number of movement phrases and patterns.
- Demonstrate a range of dance techniques, such as isolation, tempo and repetition.



Music

As musicians, our unit is 'Composing and performing a Lever's song.'

Through this, 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 could rhyme.
- Fit an existing melody over a backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.



PSHE

As citizens of the community, our unit is 'Economic wellbeing.'

Through this, we will:

- Understand that borrowing money is a way to pay for something but this has to be repaid.
- Understand what income and expenditure are and how these can be recorded.
- Understand how to create a weekly budget, including prioritising needs over wants.
- Understand that there are risks associated with money and what some of these are.



Religious Education

As learners of religious education, our unit is 'Why is there suffering?'

Through this, we will:

- Suggest some ideas as to why suffering exists in the world.
- Discuss passages from Genesis that relate to free will, demonstrating an understanding of context.
- Identify different reasons why humans may make choices that cause suffering.
- Draw connections between stories from scripture.
- Understand the different perspectives on suffering and divine intervention presented in these stories from scripture.
- Explain why some people turn to prayer during times of suffering.



Design Technology

As designers, our Kapow unit is 'Electrical systems: Steady hand game.'

Through this, we will:

- Explain simply what is meant by 'form' and 'function'.
- State what they like or dislike about an existing children's toy and why.
- Identify the components of a steady hand game.
- Design a steady hand game of their own according to their design criteria, using four different perspective drawings.
- Create a secure base for their game, with neat edges, that relates to their design.



Computing

As learners of computing, our unit is 'Creating Media: History of Computers'

Through this, we will:

- Explain how to record sounds and add in effects over the top.
- Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use it.
- Create a document that includes correct date information and facts about the computers and how they made a difference.
- Demonstrate a clear understanding of their device and how it affected modern computers,
- Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and