

Summer Term - Year 6



Stocksbridge
Junior School

English

Writing

- **Writing non-chronological report.**
- **Writing a balanced argument.**

- Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
- Proof read for spelling, punctuation and grammatical errors.
- Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Class Readers

- Letters From the Lighthouse by Emma Carroll
- The Final Year by Matt Goodfellow



Mathematics

- Revising Y6 Arithmetic skills.
- Review and consolidation of topics covered in Y6:
 - Number and place value.
 - Properties of number.
 - Fractions, decimals and percentages.
 - Algebra.
 - 2-D and 3-D shape.

Science

Classification

Learning about:

- How organisms are classified.
- Classifying vertebrates and invertebrates.
- Classifying plants.
- Harmful and beneficial microorganisms.

The Circulatory System and Lifestyle

Learning about:

- What the circulatory system does.
- Why blood is important.
- What blood vessels are and why they are important.
- How exercise affects the body.
- How drugs affect the body

Reading

Novel study, learning about:

- To summarise the main ideas of a text
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- To effectively make predictions and discuss how characters change and develop through texts.
- To identify how language, structure and presentation contribute to meaning.
- To discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.

Geography

Europe:

- Where is Europe and what are its countries like?
- Why would you visit the Mediterranean?
- Why are migrants coming to Greece?
- Why are migrants coming to the UK?
- What is the landscape in Greece like today?
- Where would you visit in Athens?
- How does everyday life in Athens compare with that in other places?

History

Unheard histories: Who should go on the £10 banknote?

- To explain the significance of people on banknotes.
- To explore what make a monarch historically significant.
- To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources.
- To investigate why Mary Seacole is historically significant.
- To research historically significant sporting figures.
- To evaluate the significance of different historical figures by applying criteria.

PSHE

- To be aware of their own self-image and how their body image fits into that.
- To explain how bodies change during puberty.
- To describe how a baby develops from conception through the nine months of pregnancy.
- To understand how being physically attracted to someone changes the nature of the relationship.
- To identify hopes and concerns about the transition to secondary school.

Physical Education

Rounders

- To develop underarm bowling technique
- To use the correct grip and stance to strike the ball
- To field the ball safely, return it quickly, and work as a team to apply rules and get batters out.

Orienteering

- To follow routes by recognising features in the environment and moving safely between checkpoints.
- To use and orientate a map by matching it to surroundings and identifying key symbols and features.
- To communicate and collaborate with others to solve navigation challenges and take on different team roles.

Cricket

- To throw and catch with accuracy and control
- To perform a controlled bowling action aimed at the batter
- To use the correct grip and stance to strike the ball with control

Computing

Data Handling:

- Recognise that data can become corrupted within a network how to make data more robust.
- Recognise differences between mobile data and WiFi and use a spreadsheet to compare these.
- Explore, explain and present how data can be used effectively.

Religious Education

Christianity – What sort of king was Jesus?

To learn about different ways that Christians may interpret the parables, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.

Art & Design

Pupils who are secure will be able to:

- Create a sculpture to express themselves in a literal or symbolic way.
- Suggest ways to represent memories through imagery, shapes and colours.
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- Competently use scissors to cut shapes accurately.
- Successfully translate plans to a 3D sculpture.

Design & Technology

Digital World

- Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief.
- Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen.
- Identify errors (bugs) in the code and suggest ways to fix (debug) them.
- Self and peer evaluate a product concept against a list of design criteria.

Music

Songs of World War Two:

- To use musical and comparative language in discussion.
- To follow the melody line.
- To follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- To sing the correct words at the correct time.
- Be able to recall the counter-melody line.

French

Me in the World

- To learn about the Francophone world.
- To learn about different celebrations in the Francophone world, including religious celebrations.
- To improve my cultural awareness of Paris in France and Port-au-Prince in Haiti.

Learning about Bastille Day