

## Year 6 curriculum information – summer term 2 2022

English	Maths	Science	Other curriculum areas
<p><b>Reading:</b> We will be developing reading fluency and expression, comprehension, inference and deduction skills and backing up our opinions with evidence from a variety of high-quality text styles. Much of our learning will be based around the following texts: <i>Al Capone does my Shirts</i> by Gennifer Choldenko.</p> <p>These skills are developed further by weekly guided reading sessions, where children are supported in smaller groups with their teacher. Children are expected to read at home daily and parents are encouraged to hear their children and discuss what has been read, signing their child's reading records. Through the above, we aim to develop each child's love of reading, whilst exposing them to a range of reading genres.</p>	<p>Key maths concepts, arithmetic and reasoning skills are developed throughout all maths lessons. White Rose resources are used to support progression.</p> <p>Children are also expected to develop their recall and application of number bonds and times tables (up to x12) by the end of year 4. Half-termly maths challenges and times table challenges are used to reinforce maths fluency.</p>	<p>Scientific skills and concepts are embedded and developed in all science lessons and through a range of enquiry types.</p> <p>Children will also explore the following:</p>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Using programming skills to create digital content such as animations and computer games using Scratch</li> <li>Developing critical thinking skills by designing, writing and debugging programs</li> <li>Online safety focus - online usernames and passwords</li> </ul>
<p><b>Writing:</b> Our writing curriculum will focus on:</p> <ul style="list-style-type: none"> <li>Engaging with a wide range of high-quality texts to support and develop writing across a variety of genres;</li> <li>Planning, drafting, writing, evaluating and editing;</li> <li>Using the diagonal and horizontal strokes needed to join letters;</li> <li>Increasing legibility, consistency and quality of handwriting.</li> </ul> <p>Main writing outcomes include:</p> <ul style="list-style-type: none"> <li><b>Fiction:</b> Diary &amp; letter writing.</li> <li><b>Non-fiction:</b> Report writing; instructions.</li> </ul>	<p>In year 6, children consolidate their learning in various topics:</p> <ul style="list-style-type: none"> <li>Place value</li> <li>Four operations</li> <li>Fractions</li> <li>Geometry (position and direction)</li> <li>Decimals</li> <li>Percentages</li> <li>Algebra</li> <li>Measurement (converting units)</li> <li>Perimeter, area and volume</li> <li>Ratio</li> <li>Statistics</li> <li>Properties of shape</li> </ul>	<p><b>Investigation, scientists and key stage 2 science recap:</b></p> <ul style="list-style-type: none"> <li>Plan, carry out and report on an independent investigation</li> <li>Research and report on a scientist</li> <li>Recap knowledge and skills developed throughout LKS2</li> <li>Recap knowledge and skills developed throughout UKS2, including: <ul style="list-style-type: none"> <li>Materials – properties and changes of materials</li> <li>Earth and space</li> <li>Life cycles</li> <li>Forces in action</li> <li>Human changes and reproduction</li> <li>Classifying organisms</li> <li>Evolution and inheritance</li> <li>Electricity – changing circuits</li> <li>Light – seeing light</li> <li>Healthy bodies</li> </ul> </li> </ul>	<p><b>Design and technology:</b> <b>Cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>Research and apply understanding of bread to design, make and evaluate a bread roll in <i>The Great Bread Bake Off</i></li> </ul>
<p><b>Grammar and punctuation:</b> <b>Spelling Shed's SPAG</b> scheme is used to support learning in school and at home, with specific focus for the year on the following:</p> <p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>Use of the passive voice, formal and informal speech appropriate for speech and writing, and use of subjunctive forms</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Using cohesive devices to link ideas across paragraphs</li> <li>Layout devices such as headings, columns, bullets points and tables</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Semi-colon, colon and dash, including use of colon to introduce a list and semi-colon within lists; hyphens to avoid ambiguity. Brackets and dashes; parentheses.</li> </ul>	<p>This term, as we have completed the Year 6 curriculum, lessons will consist of themed projects and maths investigations, along with revision of key number fluency and reasoning skills.</p>		<p><b>Our local heritage:</b> <b>The history of the River Thames</b></p> <ul style="list-style-type: none"> <li>The history of the River Thames linked to eras &amp; events</li> <li>How the River Thames has changed over time.</li> <li>To compare the River Thames today with the river Thames in the past.</li> <li>A field survey and analysis</li> </ul>
<p><b>Spelling:</b> Children are reviewing and revising key spelling rules, alongside practising Y3/4/5 and 6 common exception words.</p>			<p><b>Music:</b> <b>Moving on up!</b></p> <ul style="list-style-type: none"> <li>Focus: singing and playing</li> </ul> <p><b>Physical education:</b></p> <ul style="list-style-type: none"> <li>Athletics, orienteering and dance</li> <li>Hit and field: rounders and cricket</li> </ul> <p><b>PSHE:</b> <b>Health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>Growing and changing: revision of changes associated with puberty and human reproduction; exploration of the links between love/relationships and conception, along with contraception.</li> <li>Transition from primary to secondary school</li> <li>Keeping safe – revision of consent. See resources attached for further parental support and information.</li> </ul> <p><b>Religion:</b> <b>What happens when we die?</b></p> <ul style="list-style-type: none"> <li>Explore and learn about how the death of a person is commemorated in different religions and communities</li> <li>Express own ideas and feelings, and understand others, when exploring what happens when a person dies</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>Revision and recap of prior key stage 2 learning</li> </ul>
<p><b>What parents can do at home to help:</b></p> <ul style="list-style-type: none"> <li>Check your child completes the weekly <b>Home Learning</b> tasks set by the class teacher.</li> <li>Listen to your child <b>read daily</b> and update their Reading Record.</li> <li>Remind your child to learn and practise their <b>spellings</b> regularly and to use Spelling Shed's on-line games to help practise tricky words too.</li> <li>Look out for the half-termly <b>maths</b> challenges and <b>practise</b> those skills regularly too.</li> <li>Help develop your child's fluency in their <b>times tables</b> up to x12 (and associated division facts). Use Times Tables Rock Stars regularly for support.</li> </ul>	<p><b>Links to support learning and wellbeing:</b></p> <p>Please ensure your child accesses all their school on-line learning accounts from home regularly. Any technical issues, please contact <a href="mailto:ICT@trafalgarfederation.org.uk">ICT@trafalgarfederation.org.uk</a> and for curriculum issues, contact your child's class teacher directly, using their specific class name, to <a href="mailto:classname@trafalgarfederation.org.uk">classname@trafalgarfederation.org.uk</a>.</p> <ul style="list-style-type: none"> <li><b>E-school:</b> J2e</li> <li><b>Maths:</b> Mathletics, Times Tables Rock Stars; <b>English:</b> Spelling Shed, Bug Club; <b>General:</b> BBC Bitesize; <b>Wellbeing:</b> Access the Wellbeing tile through E-school for various resources</li> </ul>	<p><b>Trips, visits and dates for your diary:</b></p> <ul style="list-style-type: none"> <li><b>Summer term:</b> Tuesday 19th April – Thursday 21st July 2022</li> <li><b>Sports Day:</b> Friday 17<sup>th</sup> June</li> <li><b>Y6 residential to Kingswood:</b> Friday 24<sup>th</sup> – Monday 27<sup>th</sup> June</li> <li><b>Y6 Rest Day after residential trip - Y6 CHILDREN DO NOT COME TO SCHOOL THAT DAY!</b> – Tuesday 28<sup>th</sup> June</li> </ul>	