

## Year 6 Curriculum Information – Summer Term 2 2024

English	Maths	Science	Other curriculum areas
<p><b>Reading:</b> Reading is taught through daily reading opportunities: reading within English and other subject lessons; story-time and whole class reading lessons. These follow a regular sequence using the same passage of text over a week, enabling regular opportunities to hear, echo and practise fluent reading. Focus areas include decoding, prosody (reading with expression) and comprehension.</p> <p>Children will read an exciting range of fiction, non-fiction and poetry this term, including <b>The Final Year by Matt Goodfellow</b></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. Key instant recall facts (KIRFS) and times table challenges are used to reinforce maths fluency.</p> <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>This term, as we have completed the Year 6 curriculum, lessons will consist of projects linking to the rest of the curriculum and maths investigations, along with revision of key number fluency and reasoning skills.</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>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>Computing:</b></p> <ul style="list-style-type: none"> <li>• Developing the use of IT to support the transition to Secondary school.</li> <li>• Online safety focus - online usernames and passwords</li> </ul> <p><b>Design and technology:</b></p> <p><b>Food technology:</b></p> <ul style="list-style-type: none"> <li>• Design, make and evaluate bread recipes</li> </ul> <p><b>Our local heritage:</b></p> <p><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>Music:</b></p> <p><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 and dance</li> <li>• Hit and field: cricket and rounders</li> </ul> <p><b>PSHE:</b></p> <p><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></p> <p><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>• Recap and the Ice-cream: different flavours, to be able to order a cone and a pot ice-cream (Spanish letter to Spanish students in Barcelona).</li> </ul>
<p><b>Writing:</b></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> Writing in role; description; writing for a younger audience</li> <li>• <b>Non-fiction:</b> Non-chronological report</li> </ul>			
<p><b>Grammar and punctuation:</b></p> <p><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><b>Spelling:</b></p> <p>Children are reviewing and revising key spelling rules, alongside practising Y3/4/5 and 6 common exception words.</p>			
<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 online games to help recap tricky words too.</li> <li>• Look out for the half-termly maths <b>key instant recall facts</b> (KIRFS) and practise regularly.</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 to practise little and often.</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> Times Tables Rock Stars; <a href="http://www.amathsdictionaryforkids.com/">www.amathsdictionaryforkids.com/</a></li> <li>• <b>English:</b> Spelling Shed</li> <li>• <b>General:</b> BBC Bitesize</li> <li>• <b>Wellbeing:</b> Access the Wellbeing tile through E-school for various resources</li> </ul>	