

# Year 6 Termly Overview



## Summer Term

Subject	Summer 1 Mystic Mayans	Summer 2 Ancient Greece
Art/ DT	<ul style="list-style-type: none"> <li>• Mayan Masks</li> </ul>	<ul style="list-style-type: none"> <li>• Design a Greek Vase</li> </ul>
Computing	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Privacy, security, copyright and ownership</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• We are publishers: Creating a school memory book</li> <li>• Health, wellbeing and lifestyle</li> </ul>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Privacy, security, copyright and ownership</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• We are publishers: Creating a school memory book</li> <li>• Health, wellbeing and lifestyle</li> </ul>
French	<ul style="list-style-type: none"> <li>• Family</li> <li>• A Weekend With Friends</li> </ul>	<ul style="list-style-type: none"> <li>• The Future</li> <li>• Jobs</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Use maps to locate countries of North and South America and major cities</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region North or South America</li> </ul>	<ul style="list-style-type: none"> <li>• Settlement types in Ancient Greece</li> <li>• Develop orienteering skills whilst in Wales (Pembrokeshire coastline)</li> </ul>
History	<ul style="list-style-type: none"> <li>• Use timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of different ways of presenting information.</li> <li>• Evaluates the usefulness and accurateness of different sources of evidence</li> </ul>

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<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• <b>Number:</b> <ul style="list-style-type: none"> <li>- Number and Place Value</li> <li>- Addition, Subtraction, Multiplication and Division</li> <li>- Fractions</li> </ul> </li> <li>• <b>Ratio and Proportion</b></li> <li>• <b>Algebra</b></li> <li>• <b>Measurement</b></li> <li>• <b>Geometry</b> <ul style="list-style-type: none"> <li>- Properties of Shapes</li> <li>- Position and Direction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• KS2 Curriculum skill application to a range of projects and challenges</li> <li>• <b>Algebra</b> <ul style="list-style-type: none"> <li>- Use simple formulae</li> <li>- Generate and describe linear number sequences</li> <li>- Express missing number problems algebraically</li> <li>- Find pairs of numbers that satisfy an equation with two unknowns</li> <li>- Enumerate possibilities of combinations of two variables.</li> </ul> </li> </ul>
<p><b>Music</b></p>	<p><b>You've Got A Friend - a song about friendship by Carole King.</b></p> <ul style="list-style-type: none"> <li>• To sing solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</li> <li>• To play a range of musical notes with accuracy, fluency, control and expression</li> <li>• To think about the audience when performing and how to create a specific effect</li> </ul>	<p><b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>• All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</li> </ul>
<p><b>Outdoor Learning</b></p>		<ul style="list-style-type: none"> <li>• To develop and refine orienteering and problem solving skills by deciding which approach to use.</li> <li>• To adapt skills and understanding as their move from familiar to unfamiliar environments.</li> <li>• To select and use learning from OAA to successfully solve a range of problem both in and out of school. Apply skills learnt throughout Outdoor Learning lessons to real-life, challenging situations during the Year 6 Residential Trip to Wales</li> </ul>

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PE	<ul style="list-style-type: none"> <li>• Pupils analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.</li> <li>• When performing, pupils draw on what they know about strategy, composition and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their health and fitness. Pupils lead safe and effective warm up and cool downs that relate to and benefit the learning in the lesson.</li> <li>• Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency.</li> </ul>
PSHE	<p><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• Five Ways to Wellbeing</li> <li>• This Will Be Your Life!</li> <li>• Our Recommendations</li> <li>• What's The Risk?</li> </ul>	<p><b>Growing and Changing (RSE topic included)</b></p> <ul style="list-style-type: none"> <li>• Helpful or Unhelpful? Managing Change</li> <li>• I Look Great!</li> <li>• Media Manipulation</li> <li>• Pressure Online</li> <li>• Is This Normal?</li> <li>• Dear Ash</li> <li>• Making Babies</li> </ul>
RE	<ul style="list-style-type: none"> <li>• What is the Buddhist way of life?</li> </ul>	<ul style="list-style-type: none"> <li>• What do Sikhs value?</li> </ul>

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<p><b>Reading</b></p>	<p><b>Application of skills to a range of unseen texts</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: give. Explain meanings of words in context</li> <li>• Inference: Make inference from the text</li> <li>• Prediction: Predict what may happen from the details stated or implied</li> <li>• Explain: Explain how content is related and contributes to meaning</li> <li>• Retrieve: retrieve and record key information from text.</li> <li>• Summarise/Sequence: Summarise main ideas from more than one paragraph.</li> </ul>	<p><b>Class Reader: Beetle Boy – M.G.Leonard</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: give. Explain meanings of words in context</li> <li>• Inference: Make inference from the text</li> <li>• Prediction: Predict what may happen from the details stated or implied</li> <li>• Explain: Explain how content is related and contributes to meaning</li> <li>• Retrieve: retrieve and record key information from text.</li> <li>• Summarise/Sequence: Summarise main ideas from more than one paragraph.</li> </ul>
<p><b>Science</b></p>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name parts of the human circulatory system and describe the functions of the heart, blood, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b>Human lifestyle and diet choice</b></p> <ul style="list-style-type: none"> <li>• What makes a healthy diet?</li> <li>• Personal hygiene</li> <li>• What is a health emergency?</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function</li> </ul>

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<b>Writing</b>	<b>Writing to Persuade</b> <ul style="list-style-type: none"><li>• To write, note and develop initial ideas, drawing on reading and research</li><li>• To identify the audience and purpose for writing, selecting the appropriate form and register</li><li>• Within paragraphs, use cohesive devices that contribute to emphasis and effect (eg. Adverbials as sentence starters)</li><li>• To use subjunctive form within formal speech and writing</li><li>• To use semi-colon and dash to mark boundaries between independent clauses</li></ul>	<b>Writing to Entertain</b> <ul style="list-style-type: none"><li>• To retrieve, record and present information from non-fiction texts</li><li>• To use adverbs and conjunctions to establish cohesion within paragraphs</li><li>• To use emotive language</li><li>• To identify the audience and purpose for writing, selecting the appropriate form and register</li></ul>
<b>Trips/ Visits</b>	<b>5 day Residential – Wales, St Davids'</b>	