



Curriculum Overview

Year 6 – Summer term

Summer 1

- English
- Mathematics
- Topic – Crime and Punishment through the ages.
 - History
 - Art and Design
 - Design
 - Technology
- Science
- Computing
- Religion
- PE

Summer 2

- English
- Mathematics
- Topic – Crime and Punishment through the ages.
 - History
 - Art and Design
 - Design
 - Technology
- Science
- Computing
- Religion
- PE

English

Our English lessons are blocked into fortnightly topics. Each week children are taught a range of lessons which equip them with skills in reading, writing, grammar and spelling. Children complete a big write every Friday as part of their literacy lesson.

Week 1 and 2 Focus	Historical Fiction
Week 3 and 4 Focus	Discussion
Week 5	Assessment
Week 7 and 8 Focus	Poetry
Week 9 and 10 Focus	Reports
Week 11 and 12	There's a boy in the girl's bathroom
Week 13	Robinwood

Throughout the term we will work on developing understanding of a range of grammatical features and structures, as well as developing skills of reading comprehension in a number of different ways.

Grammar focus	Reading Focus
<ul style="list-style-type: none"> - Pupils should be taught to: - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - use passive verbs to affect the presentation of information in a sentence - use the perfect form of verbs to mark relationships of time and cause - use expanded noun phrases to convey complicated information concisely - use modal verbs or adverbs to indicate degrees of possibility - use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity 	<ul style="list-style-type: none"> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing

- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading.

understanding through intonation, tone and volume so that the meaning is clear to an audience

- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

Mathematics

We follow the new National Curriculum for mathematics and have developed medium term plans to ensure that we fully cover all the objectives present. At the start of each half term we will spend one week reviewing key objectives from the previous term before moving on to begin focusing on the new topic.

Summer 1	
Topic	Objectives – Pupils will be taught
Number, place value, rounding, approximation and estimation	<ul style="list-style-type: none"> -Use negative numbers in context, and calculate intervals across zero -Solve number problems and practical problems that involve all of the above.
Addition and subtraction	<ul style="list-style-type: none"> -Solve problems involving addition, subtraction, multiplication and division -Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. -Use their knowledge of the order of operations to carry out calculations involving the four operations
Percentages, decimals and fractions	<ul style="list-style-type: none"> - Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$) -Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$). -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination -Compare and order fractions, including fractions >1 -Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$) -Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Summer 2	
Topic	Objectives – Pupils will be taught
Multiplication and division	<ul style="list-style-type: none"> -Identify common factors, common multiples and prime numbers -Use their knowledge of the order of operations to carry out calculations involving the four operations -Solve problems involving addition, subtraction, multiplication and division -Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Ratio and proportion	<ul style="list-style-type: none"> -Solve problems involving the relative sizes of two quantities, including similarity -Solve problems involving unequal sharing and grouping.
Algebra	<ul style="list-style-type: none"> - express missing number problems algebraically -Use simple formulae expressed in words -Generate and describe linear number sequences -Find pairs of numbers that satisfy number sentences involving two unknowns.
Data	<ul style="list-style-type: none"> -Interpret and construct pie charts and line graphs and use these to solve problems -Calculate and interpret the mean as an average.

Foundation subjects and Cross Curricular Topic Summer ' Crime and Punishment through the ages'

During this topic the children will develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.

History Objectives

Pupils will be taught;-

- Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times.
- Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources.
- Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period.
- Compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of the highway man Dick Turpin.
- Imagine and write about the experiences of people living during the historical periods studied based on factual evidence.

DT Objectives

Pupils will be taught;-

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- To understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors apply their understanding of computing to programme, monitor and control their products.

Art and Design objectives

Pupils will be taught;

- To create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

Science

Science will be taught discreetly during this term, where possible it will be linked to the current topic. It will focus upon Light.

Pupils will be taught;-

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Working scientifically opportunities-

-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

- using test results to make predictions to set up further comparative and fair tests

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

-identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

In the Summer term we shall focus on App design and creation and Animation

Pupils will be taught;-

- To look at a range of apps and recognise the features of good design in electronic texts e.g. website, presentation.
- Identify a topic for an app and an audience.
- Create an outline plan using a writing frame for a non-linear presentation; producing a diagram to demonstrate understanding how pages link.
- Plan text and images to appear on each page and page layout.
- Acquire, store and combine images from different sources, then edit them to enhance a presentation according to audience.
- Discuss copyright and how it applies to their work.
- Set up the homepage for the app.
- Demonstrate awareness of intended audience in their work.
- How to use 'Stop Motion' to create their own animation.

Religion Objectives

Pupils will learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.

Pupils will be taught;-

- To make connections between beliefs and behavior in different religions.
- To make connections between belief in ahimsa, grace and Ummah, teachings of sources of wisdom in three religions.
- To outline the challenges of being a Hindu, Christian and Muslim in Britain today.
- To consider similarities and differences between beliefs and behavior in different faiths.

Physical Education

Each class has 2 lessons of physical education per week, one outside and one inside. One lesson is provided by Stockport Country coaches and the other by class teachers.

Summer 1 and 2 - Invasion games

Pupils will be taught;-

- To understand why exercise is good for their fitness, health and wellbeing
- To understand the need to prepare properly for games
- To choose, combine and perform skills more fluently and effectively in invasion games
- To understand, choose and apply a range of tactics and strategies for defence and attack
- To develop their ability to evaluate their own and others' work, and to suggest ways to improve it