

Foxborough Primary School

Curriculum Overview Year 6 Summer Term 2019



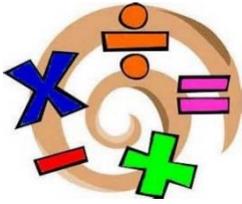
Entry Point

We will be having an Africa-themed collage week to include Batik printing, food making, art work, writing and more!



Year 6

Subject	Topics	Key learning focus
<p>English</p> 	<p>Our genres for this term will include:</p> <ul style="list-style-type: none"> • A range of narratives, based around themes from Africa including The Akimbo Adventures and Tales from Africa • Non-fiction Recount • Information Text • Leaflets • Poetry • Non-chronological reports • Diary Entries • Stories • Autobiographies/ Biographies <p>We will be reading around a range of topics and then using our reading to inform our writing.</p> <p>We will be revising all aspects of The National Curriculum for Spelling, Punctuation and Grammar, Reading and Writing in preparation for the end of Key Stage SATs in May.</p>	<p>As writers and readers, we will:</p> <ul style="list-style-type: none"> • Create cohesion within and across paragraphs. • Develop description for characters, settings and atmosphere. • Use dialogue. • Use a range of punctuation for different purposes. • Use varied sentence structures. • Use adverbials and expanded noun phrases. • Use organisational devices. • Plan writing by noting and developing initial ideas. • Explain and understand the meaning of words in context. • Infer about characters, setting and themes based on texts we have read. • Retrieve and record information.
<p>Mathematics</p>	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Arithmetic • Reasoning • Revision for all aspects of the National Curriculum for Maths in preparation for 	<p>As mathematicians, we will:</p> <ul style="list-style-type: none"> • Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically.



the End of Key Stage 2 SATs
in May.

- Find pairs of numbers that satisfy an equation with 2 unknowns.
- Enumerate possibilities of combinations of 2 variables.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.
- Convert between miles and kilometres.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].
- Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Identify the value of each digit in numbers given to 3 decimal places

		<p>and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <ul style="list-style-type: none"> • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
<p>Science</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Electricity 	<p>As Scientists we will:</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
<p>History</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Benin (West Africa) 	<p>As Historians we will:</p> <ul style="list-style-type: none"> • Select, combine and present information from more than one source.

		<ul style="list-style-type: none"> • Describe and analyse the impact of change within and between periods in the past. • Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods. • Support evaluations with a range of evidence from a range of sources. • Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods. • Make reasoned judgements about the validity of the different representations of the past. • Recognise some of the strengths and limitations in terms of archaeological evidence. • Talk about why some written sources may give a negative view or account. Interpret and evaluate a key historical event from more than one perspective or view point. • Support evaluations with a range of evidence from a range of sources.
<p>Geography</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Africa 	<p>As Geographers we will:</p> <ul style="list-style-type: none"> • Select appropriate sources of primary and secondary information to support an investigation. • Select an appropriate way in which to present statistical information and findings. • Map a route to other locations in Europe and beyond. • Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America. • Select appropriate sources of primary and secondary information to support investigation. • Communicate findings using complex terminology, e.g. erosion, delta, meander. • Give simple explanations for the location of human and physical features within a locality. Recognise and describe a wide range of geographical patterns.

<p>Art and Design</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Africa <ul style="list-style-type: none"> ○ Sculpture ○ Design and printing 	<p>As Artists we will:</p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas. • Improve our mastery of art and design techniques, including sculpture with a range of materials. • Learn about great designers in history. • Annotate ideas and images collected including visits to museums and galleries; explain how they will inform own ideas. • Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas and how they use this in their own work.
<p>Design and Technology</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Africa <ul style="list-style-type: none"> ○ Food ○ Toy making 	<p>As Designers/ Engineers we will:</p> <ul style="list-style-type: none"> • Look at food safety and healthy eating. • Design a menu based on healthy, locally sourced, seasonal food. • Cook and prepare the menu. • Build a range of structures using a wide range of effective materials. • Investigate, measure and record the load tolerance of different structures and find ways of improving a structures load-bearing capacity. • Design, make and evaluate a product.
<p>Religious education</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Believing- how does belonging to a community and our subsequent behaviours influence the beliefs of individuals? 	<p>As Theologians we will be asking:</p> <ul style="list-style-type: none"> • How do you express ideas that are most important to you? • Are there some ideas and experiences that are too difficult to express in words? • How could you express who you are without words? • Do you think it is important for people to be able to express their ideas and beliefs in a wide variety of ways? Why? • Which piece of art/music has personal significance for you?
<p>Computing</p>	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Internet safety • Data collection an analysis 	<p>As computer scientists, we will:</p> <ul style="list-style-type: none"> • Collect and analyse different types of data using technology.

	<ul style="list-style-type: none"> • Website design 	<ul style="list-style-type: none"> • Understand the concept of cyber bullying and what to do if I think it is occurring. • Explain the concept of a 'digital footprint'. • Design, create and test our own app or website.
<p>French</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Everyday conversation; • Traditional stories in French • Songs. 	<p>As Linguists, we will:</p> <ul style="list-style-type: none"> • Learn the essentials of French conversation. • Hold simple conversations in French. • Recount traditional French stories. • Learn lyrics and meanings of songs in French. • Sign French songs with developing accuracy of pronunciation.
<p>P.E</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • OAA • Athletics 	<p>As Sportspeople, we will be able to:</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare our performances with previous ones and demonstrate improvement to achieve a personal best. • Develop flexibility, strength, technique, control and balance. • Use running, jumping, throwing and catching in isolation and in combination.
<p>PSHCE</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Wellbeing • Transitions 	<p>As members of a community we will:</p> <ul style="list-style-type: none"> • Explore our own and others wellbeing. • Consider how we can reduce stress. • Develop a range of coping strategies. • Discuss transitions. • Explore and understand transition.
<p>Music</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Roots – linked to music across Africa • Class awards – linked to transitions 	<p>As Musicians we will:</p> <ul style="list-style-type: none"> • Play and perform solos and as an ensemble, using our voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimensions of music.

		<ul style="list-style-type: none">• Listen with attention to detail and recall sounds with increasing aural memory.
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During this term, we will be visiting The Tower of London and the local parks. We will be working hard to prepare the children for the Secondary school transition and also to develop their wellbeing and management strategies.