


Year 6 Summer Term Overview

Topic:	Summer 1: Save our Planet! Take Action	Summer 2: Change
SMSC	Friendship and Respect	
PSHE and RSE:	Health and Wellbeing	
	Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Growing and changing Human reproduction and birth; increasing independence; managing transition
English: 	<u>The Windmill Farmer</u> <u>Can we save the Tiger? - Discussion texts</u> Letters, explanations, persuasive posters, & speeches, simple poems <u>The Hidden Forest - Balanced discussions</u> Research notes, non-chronological reports in the form of a letter to a character	<u>Some places more than others - Poems with similar structure</u> Summaries, analysis and performances <u>A beautiful lie - New chapters</u> Journalistic writing, recounts, discussion texts
Spelling, Grammar and Punctuation	<u>Vocabulary, Grammar and Punctuation</u> <ul style="list-style-type: none"> • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use passive verbs to affect the presentation of information in a sentence? • Can I use expanded noun phrases to convey complicated information concisely? • Can I use semi-colons or dashes to mark boundaries between independent clauses? • Can I use a colon to introduce a list? • Can I punctuate bullet points consistently? <p>Learning the Grammar for Y6:</p> (6) Can I recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter? (6) Can I recognise how words are related by meaning as synonyms and antonyms [for example, big, large, little? (6) Can I effectively use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)? (6) Can I recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech? (6) Can I link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis? (6) Can I use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text? (6) Can I use a range of punctuation: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]? (6) Can I use a colon to introduce a list and use semi-colons within lists? (6) Can I use bullet points to list information? (6) Can I recognise how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]?	

	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I write legibly, fluently and with increasing speed? • Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters? • Can I choose the writing implement that is best suited for a task? <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Can I use endings which sound like –ce, spelt like –cious and tious? • Can I use endings –cial and –tial? • Can I spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency? • Can I spell words ending in –able and ible? • Can I spell words ending in –ably and ibly? • Can I add suffixes beginning with vowel letters to words ending in –fer? • Can I use a hyphen to join a prefix to a root word? • Can I spell words with the l sound spelt ei after c? • Can I spell words containing the letter-string ough? • Can I spell words with silent letters? <p>Can I spell most of the 98 Year 5 and 6 statutory spelling list?</p>	
Maths:	<p>Geometry: Properties of Shape</p> <p>Can I draw 2-D shapes using given dimensions and angles? Can I recognise, describe and build simple 3-D shapes, including making nets? Can I compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons? Can I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius? Can I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles?</p> <p>Consolidation, Investigations and Preparations for KS3</p>	
Science:	<p>Animals, including humans</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
Geography:	<p>Human and Physical Geography: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, water cycle.</p>	
DT:	Digital World - Navigating the world	Mechanical Systems – Animal Toys
Computing:	<p>Creating media – 3D Modelling ‘Tinkercad’</p> <p>To recognise that you can work in three dimensions on a computer. To identify that digital 3D objects can be modified. To recognise that objects can be combined in a 3D model. To create a 3D model for a given purpose. To plan my own 3D model. To create my own digital 3D model.</p>	<p>Programming B – Sensing Movement</p> <p>To create a program to run on a controllable device. To explain that selection can control the flow of a program. To update a variable with a user input. To use a conditional statement to compare a variable to a value. To design a project that uses inputs and outputs on a controllable device. To develop a program to use inputs and outputs on a controllable device.</p>
Music:	Charanga Unit: Music and Me	Charanga Unit: Reflect, Rewind and Replay

Art:	Yellow spotted lizards (Holes) Eduardo Kobra (Brazilian Street Art'	
PE:	Athletics Games - Rounders	Striking & Fielding – Rounders/cricket
RE:	<u>LIVING</u> Green religion: what can be done about climate and environment?	<u>LIVING</u> What can be done to reduce racism?
Spanish:	(Language Angels) Vikings	(Language Angels) Me in the World