



### **In Computing the children will:**

- Combine a range of technology to achieve a particular outcome.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### **In Music the children will:**

- Listen with attention to detail and recall sounds with increasing aural memory
- Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs

### **In History the children will:**

- Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods
- Articulate and present a clear, chronological world history narrative within and across historical periods studied
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Describe and explain the significance of a leader or monarch.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales
- Ask perceptive questions to evaluate an artefact or historical source
- Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices
- Describe the causes and consequences of a significant event in history
- Articulate the significance of a historical person, event, discovery or invention in British history

Are you listening? What is 27 plus 45? Come on, faster now! We haven't got all day!

Find out about super strict schools by travelling back in time to a Victorian classroom. Make sure that you're on your best behaviour though, as punishments are unquestionably terrible!

Discover a time when great minds thought new thoughts and ingenious inventors created so many things that we take for granted today: the electric light bulb, the telephone and the first flushing toilet. Let's forge ahead to research a time when Victoria was Queen and Albert was Prince Consort, and when some people lived in slums while others prospered.

Take on the role of an important reformer and present your good causes to the Queen. Can you gain the support of a wealthy sponsor? Full steam ahead to the Victorian age.

# Revolution Year 6 Summer 1



### **In Literacy the children will:**

- Use and identify expanded noun phrases that convey complicated information concisely
- Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs
- Make detailed notes on an appropriate planning format, drawing upon reading and research where necessary
- Link ideas within and across paragraphs using a wider range of cohesive devices
- Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively
- Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words.
- Recommend books that they have read to their peers, giving reasons for their choices
- Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text
- Analyse and compare the themes and conventions within and across a wide range of writing
- Analyse the meaning of words, including figurative language, and consider the impact of language on the reader
- Apply the grammar rules and concepts, and use suitable grammatical terminology
- Select appropriate grammar and vocabulary to change and enhance meaning
- Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience
- Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear
- Proof-read to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing
- Use the class reader "Street Child" by Berlie Doherty

### **In Maths the children will:**

- Use algebraic notation to form one-step equations.
- Solve simple one-step equations involving the four operations
- Solve two-step equations involving the four operations
- Find pairs of numbers that satisfy an equation involving two unknowns
- Find possible solutions to equations which involve multiples of one or more unknown
- Read, write and recognise all metric measures for length, mass and capacity
- Convert between units of length, mass and capacity using skills of multiplying and dividing by 10, 100 and 1,000
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Find approximate conversions from miles to km and from km to miles
- Use knowledge of imperial and metric measurements to perform related conversions, both within imperial measures and between imperial and metric
- Draw rectilinear shapes that have the same area and use knowledge of factors to draw rectangles with different areas recognising the connections between side lengths and factors
- Write and use formulae when calculating area and perimeter of rectilinear shapes
- Calculate the area of parallelograms and triangles
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate, estimate and compare volume of cubes and cuboids using standard units
- Use objects and diagrams to compare ratios and fractions
- Draw bar models to represent problems, clearly labelling the information given and what is to be calculated
- Use multiplication and division fact to calculate missing information and scale factors

### **In R.E. the children will:**

- Understand what it means to be a member of a faith locally, nationally and globally
- Recall beliefs, teaching and sources of relevant faiths
- Identify key beliefs of smaller local communities
- Understand how practices and experiences have changed over the years and the reasons why
- Understand how faith communities show their beliefs and faiths in the wider community and how this has changed over time
- Understand how faith helps the understanding of life's journey
- Learn and understand how faith communities support members of other communities when they are in need- celebration and crisis
- Learn about six significant places of worship in the wider borough
- Understand that communities grow and sometimes move out of the area
- Learn how the wider community helped new arrivals to settle and belong
- Identify what different faiths say about helping those less fortunate
- Learn how the community has been enriched by the diversity of faiths and beliefs



# Revolution Year 6 Summer 1



### **In Art and Design the children will:**

- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art
- Use sketchbooks to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Use the work of a significant printmaker to influence artwork
- Learn about great artists, architects and designers in history
- Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks
- Evaluate and analyse creative works using the language of art, craft and design
- Adapt and refine artwork in light of constructive feedback and reflection

### **In Geography the children will:**

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Present a detailed account of how an industry, including tourism, has changed a place or landscape over time
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use lines of longitude and latitude or grid references to find the position of different geographical areas and features

### **In Spanish the children will:**

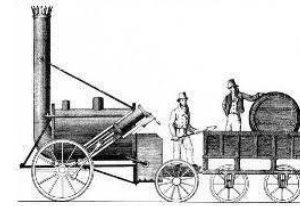
- Learn vocabulary to describe different types of food, different shops, going shopping, going to restaurants, describing the city and undertaking directions

### **Homework:**

- Spellings learnt and work completed by Tuesday of every week
- Homework to be handed in every Wednesday
- Undertake a minimum of 10 pages of reading per night
- Undertake 30 minutes of TTRockstars weekly

### **In Science the children will:**

- Undertake the project 'Can fruit light a bulb?'
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Use test results to make predictions to set up further comparative and fair tests
- Report and present 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
- Identify scientific evidence that has been used to support or refute ideas or arguments
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Ask and answer deeper and broader scientific questions about the local and wider world which build on and extend their own and others' experiences and knowledge
- Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe
- Explain how the brightness of a lamp or volume of a buzzer is affected by the number and voltage of cells used in a circuit



### **In Design and Technology the children will:**

- 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
- Choose the best materials for a task, showing an understanding of their working characteristics

### **In P.E. the children will:**

- Undertake two sessions per week based on the skills and objectives required for year 6
- Undertake a morning run 4 times a week
- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, technique, control and balance
- **Please can children wear their school P.E. kits on allocated PE days, this includes their year 6 hoodies.**