

### In English the children will:

- Use the book Freedom- Catherine Johnson
- Write newspaper reports, non-chronological reports and persuasive letters.
- Choose between formal and informal language, depending on the situation.
- Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
- Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.
- Select appropriate grammar and vocabulary to change and enhance meaning.
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Proof-read to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
- Use and identify expanded noun phrases that convey complicated information concisely.
- Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
- Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener.
- Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses.
- Make detailed notes on an appropriate planning format, drawing on reading and research where necessary
- Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing.
- Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
- 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

### In RE the children will:

- [The contemporary Anglican church](#)
- Understand that there are many different styles of worship within the Anglican Church, from traditional to very contemporary
- Understand that Christians choose to worship in a way which best helps them to draw close to God
- Understand that Anglican Churches exist all over the world
- Explore the diversity within the Worldwide Anglican Church
- Explore different ways of drawing close to God, or developing spiritually themselves
- Make links with their own cultural background, identifying similarities and differences with their own faith and life

### • In the Maafa project.

- *Come and join us as we explore and learn about what it is like in Africa today and the ancient Kingdoms that thrived on the continent for thousands of years.*
- *We will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader.*
- *Understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people.*
- *Discover how the people of Britain benefited from the money and goods produced by the slave trade.*
- *Learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa.*
- *Explore the lives and actions of black people in 20th century Britain.*
- *Understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today.*
- *We will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.*

## Maafa Year 6 Summer



### How can you help?

- Encourage your child to check Google Classroom regularly
- Encourage them to complete their homework within the required time set
- Encourage them to hand in their homework on time
- Have fun reading with them
- Encourage them to come and speak to us if they have any concerns
- Come and speak to us or email us if you have any concerns



### In Geography the children will:

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

### In Science the children will:

#### Human Circulation system

- Learn about the transport role of the human circulatory system, its main parts and their primary functions.
- Learn about healthy lifestyle choices and the effects of harmful substances on the body.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- 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.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

### In ART/DT the children will:

#### Trailblazers, barrier breakers

- 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.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Use sketchbooks to record their observations and use them to review and revisit ideas.
- Evaluate and analyse creative works using the language of art, craft and design

### In Computing the children will:

- Learn how to use technology safely, respectfully and responsibly
- Identify a range of ways to report concerns about content and contact
- Find similarities and differences between in-person and cyberbullying
- Identify good strategies to deal with cyberbullying
- Identify secure websites to use by identifying privacy seals of approval
- Understand the benefits and pitfalls of online relationships
- Identify information that should not be shared online and the reasons why
- Identify and understand how the media play a powerful role in shaping ideas about boys and girls



### In History the children will:

- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- 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
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

### In Maths the children will

- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Use a protractor to measure angles given in different orientations, identifying which side of the scale to read
- Recognise, describe and build simple 3-D shapes, including making nets.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes.
- Undertake mathematical investigations
- Undertake reasoning and problem-solving challenges
- **Statistics**
- Read and interpret line graphs, including those that show more than one set of data. Draw line graphs selecting the most appropriate scales and intervals to use.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Calculate fractions of amounts to interpret simple pie charts, and use a clear understanding what the whole of the pie chart represents when solving problems.
- Draw pie charts using a protractor.
- Construct pie charts and line graphs and use these to solve problems, making connections to angles, fractions and percentages.
- Calculate and interpret the mean as an average.





### In Art the children will:

#### Distortion and abstraction

- Learn about great artists, architects and designers in history.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
- Use colour palettes and characteristics of an artistic movement or artist in artwork
- Use line, tone or shape to draw observational detail or perspective.
- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Create innovative art that has personal, historic or conceptual meaning.
- 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 DT the children will:

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand and apply the principles of a healthy and varied diet.
- Know what constitutes a healthy diet (including understanding calories and other nutritional content).
- Know the principles of planning and preparing a range of healthy meals.
- Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet
- Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.
- Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.

### In Spanish the children will:

This term we will learn more verbs and we will be able to follow instructions and explain in Spanish things we like or dislike (food, sports, hobbies) All children must be able to count up to 1 million in Spanish. We will revise vocabulary to order in a restaurant and buy in different shops. This term we will learn some popular Spanish songs and learn more about Spanish festivals.



### In RE the children will:

#### Rules and responsibilities- Who decides?

- Consider some key questions in relation to rules
- Relate the breaking of rules to a local topical issue.
- Know the story of God, the Creator, as told in Genesis
- Consider the consequences of actions.
- Realise that there are consequences if rules are broken
- Use art to interpret religious ideas
- Understand how rules affect Jewish/Christian lives
- Understand that everyone is responsible for taking care of the world and the consequences of not caring
- Consider how people communicate their values, rules and responsibilities

### In the RSE Curriculum:

#### We will:

- Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Know the risks associated with an inactive lifestyle (including obesity).
- Know what constitutes a healthy diet (including understanding calories and other nutritional content).
- Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

### In PE the children will:

- Develop flexibility, strength, technique, control and balance through a range of ball skills
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Apply skills and knowledge to be able to confidently move with a ball
- Apply skills and knowledge to be able to pass and move with the ball
- Apply a variety of defending and attacking skills and techniques within a game

