Year 6 Summer Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5
	On-going application of mental, communication, problem solving and reasoning skills.				Assessment Week

MATHEMATICS

On-going application of mental, communication, problem solving and reasoning skills.

Ready to Progress Guidance –
6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning
6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.
6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
6AS/MD–3 Solve problems involving ratio relationships.
6AS/MD–4 Solve problems with 2 unknowns.
6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.
6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.

Rest of Year 6 curriculum
- To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- To identify the value of each digit in numbers given to three decimal places
- To multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- To round any whole number to a required degree of accuracy
- To use negative numbers in context, and calculate intervals across zero
- To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- To solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, ⅜]
- To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- To solve problems involving similar shapes where the scale factor is known or can be found
- To solve number and practical problems that involve square and cube numbers, numbers up to 10 000 000 and rounding any whole number to a required degree of accuracy
- To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, ⅜).

HALF TERM

Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
On-going application of mental, communication, problem solving and reasoning skills.						Assessment Week

On-going application of mental, communication, problem solving and reasoning skills.

Ready to Progress Guidance –
6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning
6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts
6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
6AS/MD–3 Solve problems involving ratio relationships.
6AS/MD–4 Solve problems with 2 unknowns.
6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.
6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.
6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.
6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.

Rest of Year 6 curriculum
- To use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- To compare and order fractions, including fractions > 1
- To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- To multiply simple pairs of proper fractions, writing the answer in its simplest form[for example, ¼ x ½ =1/8]
- To divide proper fractions by whole numbers [for example, ⅓ divided by 2 = ⅙]
- To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- To draw 2-D shapes using given dimensions and angles
- To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- To convert between miles and kilometres
- To calculate perimeter of rectangles, triangles, parallelograms and other polygons
- To calculate the area of parallelograms and triangles
- To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]
- To 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 three decimal places
- To complete, read and interpret information in timetables (Y5)
- To interpret and construct pie charts and line graphs and use these to solve problems
- To solve number and practical problems
- To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- To use knowledge of geometry to make tessellating patterns.

ENGLISH

FloodLand by Marcus Sedwick
- To set own challenges to extend achievement and experience in writing
- To use different narrative techniques to engage and entertain the reader
- To establish, balance and maintain viewpoints
- To select words and language drawing on their knowledge of literary features and formal and informal writing
- To integrate words, images and sounds imaginatively for different purpose
- To use varied structures to shape and organise texts coherently
- To use paragraphs to achieve pace and emphasis.

Possible Writing outcomes
- First-person reflection
- Flashback
- Persuasive letter/leaflet
- Narrative
- Letter
- Balanced Argument
- Newspaper Report.

The Mayan Civilisation
- To discuss and develop ideas; routinely use the drafting process before and during writing
- To adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing
- To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even
- To use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase
- To use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.

Possible writing outcomes
- A formal/informal letter
- An explanation text
- A recount
- A balanced argument

Theatre and film as analytical texts/Jewish identity (Fiddler on the roof and An American Tail
- To analyse a text
- To compare different interpretations/styles/responses
- To retrieve, record and present information from non-fiction texts
- To identify key details which support main ideas; summarise content drawn from more than one paragraph
- To participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously
- To explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topics
- To use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Possible writing outcomes
- Diary entry
- A balanced argument
- Narrative writing, 1st person, third person
- A comparison between texts.

SCIENCE

Electricity
- To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- To 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
- To use recognised symbols when representing a simple circuit in a diagram.

Star scientist – Michael Faraday

Light
- To recognise that light appears to travel in straight lines
- To 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
- To 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
- To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Star scientist – Thomas Edison.

HISTORY

Why should we remember the Maya?
- To learn about Maayan society through investigating artefacts
- To understand and describe the importance that the Maayans placed on appearance and clothing
- To explore Maayan philosophy and religion and their attitude towards their gods and sacrifices
- To describe some of the daily rituals of the Maayan civilization
- To study Maayan inventions and how they are still relevant today
- To explain why the ancient Maya civilization died out and explore the lives of the Maayans today.

GEOGRAPHY

How will our world look in the future?
- To plan and carry out fieldwork to answer a given enquiry question
- To understand how and why housing needs to change over time
- To understand the importance of local work opportunities to the community
- To understand that communities need a range of accessible amenities and public services
- To understand how the geography of communities affects community spirit
- To plan for a sustainable future for our area.

ART

The Mayans (Ancient People)
- Demonstrate a wide variety of ways to make different marks with dry and wet media
- Develop ideas using different or mixed media, using a sketchbook
- Choose appropriate paint, paper and implements to adapt and extend their work
- Carry out preliminary studies, test media and materials and mix appropriate colours.

Artist
Juan Sisay

DT

End of Year Show
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- Suggest alternative methods of making if the first attempts fail
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces
- Draw up a specification for their design- link with other subjects
- Identify the strengths and areas for development in their ideas and products
- Demonstrate when to make modifications as they go along
- Know how to reinforce and strengthen a 3D framework
- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
- Evaluate their work both during and at the end of the assignment.

COMPUTING

COMPUTING STRAND: Information Technology
Unit 6.7 Quizzing – Programs; DIY, 2Quiz, Text Toolkit, 2Investigate (database)

- To make a picture quiz for young children
- To learn how to use the question types within 2Quiz
- To explore the grammar quizzes
- To make a quiz that requires the player to search a database
- Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.

COMPUTING STRANDS: Computer Science & Information Technology
Unit 6.45 Text Adventures - Program; 2Connect, 2Create a Story, 2Code

- To find out what a text-based adventure game is and to explore an example made in 2Create a Story
- To use 2Connect to plan a 'Choose your own Adventure'-type story
- To plan a story adventure
- To introduce an alternative model for a text adventure which has a less sequential narrative.
- To make a story-based adventure
- To use written plans to code a map-based adventure in 2Code
- To code a map-based text adventure
- To explore how 2Code can be used to make a text-based adventure game.

PE

Cricket

- Demonstrate urgency in acquiring runs in a given time
- To attempt both attacking and defensive plays as a batter
- To attempt attacking field placement including slip, short leg and cover position
- To track and catch a high ball
- To catch a high ball to get players out
- To attempt catches in a competitive game
- To bowl the short ball
- To use the short ball to tempt players to hit high.
- To attempt to catch the high ball of a short delivery
- To track and retrieve the ball over distance
- To identify when to work as pairs to field long balls
- To explain how effective fielding can restrict runs scored
- To demonstrate and describe the difference between an on and off drive
- To discuss why you would use different types of shots in a game
- To attempt and on drive
- To use a range of defensive and attacking tactics in a game
- To apply a range of known cricketing rules to a new game format
- To attempt to bowl a variety of balls to get players out.

Athletics

- To use power to improve start of short sprint
- To refine running skills to improve time
- To work with others to record accurate results
- To experiment with varying run up lengths for long jump
- To select as an individual which length run up produces the longest jump
- To examine the link between height trajectory of a throw on distance
- To use a variety of techniques including push, pull and sling
- To work in a group to accurately record data for a variety of equipment
- To work in groups to set up a running, throwing and jumping activity
- To teach your activities to another group
- To take part in a specific athletics event
- To compete against others
- To work collaboratively to judge others and record data.

MUSIC

Unit: Theme and Variations: Pop Art

Ongoing Focus: Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.

Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together.

MUSIC STRANDS:
- Performing
- Listening
- Composing

Unit: Composing and performing a leavers' song

Ongoing Focus: Listening to and critiquing songs reflective of new beginnings. Creating their own leavers' song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies.

Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.

MUSIC STRANDS:
- Performing
- Listening
- Composing

SRE/ PSHE

Assemblies / Day to day issues

- To explain both the range and intensity of their feelings. They recognise that they may experience conflicting emotions and find ways to overcome them
- To sensitively respond to other people's feelings
- To identify positive ways to face new challenges (for example the transition to secondary school).
- To learn about taking on more responsibility, managing setback and reframe unhelpful thinking E.g Learning to be resilient and have a growth mind-set.

RSHE

- To know key facts about puberty and the changing adolescent body including personal hygiene, physical and emotional changes
- To understand what makes a positive, healthy relationship. They can discuss different types of adult relationships with confidence. They know what forms of touching are appropriate and inappropriate
- To can describe some of the decisions that have to be made before having a baby. Children know some basic facts about conception and pregnancy
- To judge what kind of physical contact is acceptable/unacceptable and how to respond.

Cross-curricular links with Science – Animals including Humans

- To list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. E.g., The dangers and effects of alcohol and smoking
- To know that caffeine is a legal drug and must be managed sensibly.

Healthy Living

- To know why and how to keep safe in the sun and protect skin from sun damage
- To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

Autism Awareness Week

- To know how to respond to people who have different needs to them. They can use the experience they have of managing their own feelings to support others.

End Of Year Reflections / Transition
- To reflect and celebrate their achievements, identify their strengths and set high aspirations and goals
- To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.

Junior Citizenship Programme / Independent Travel Training / Year 6 Residential / Streetwise Transition Programme
- To participate in sessions relating to secondary school transition. This includes independent travel, basic self-defence, basic First-Aid training, knife crime and stranger danger.

Money Week
- To learn about the role money plays in their own and others' lives. Children will learn about the risks associated with money including different ways money can be won or lost through gambling-related activities. They should understand the link between gambling and our mental wellbeing
- To explain the difference between credit, debt, borrowing and saving. They should also have an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax e.g VAT.'
- To describe why insurance is important. They understand the impact of not being insured if bad things happen
- To learn about enterprise and the skills that make someone 'enterprising.'
- To understand different jobs/careers and the varying routes into these
- To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice
- To learn that people choose to do voluntary work which is unpaid.

British Values

Rule of Law

- To explore rules, learning their value and purpose
- To consider the consequences if rules did not exist in society
- To learn how Parliament makes laws and how these laws are enforced in society.

Individual Liberty

- To explore the right to live in freedom and individual liberty
- To explore ways people can support other people's right to live in freedom and individual liberty
- To understand that individual liberty has to be within the rules.

FRENCH

Le Weekend (The Weekend)
- To ask what the time is in French
- To tell the time accurately in French
- To learn how to say what they do at the weekend in French
- To learn to integrate connectives into their work
- To present an account of what they do and at what time at the weekend.

Moi Dans Le Monde (Me in the World)
- To learn about the many countries in the Francophone world
- To learn about different festivals (religious and non-religious) around the world
- To know that we are different and yet all the same
- To know that we can all help to protect our planet
- To know how to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).

JS

Parasha:
- Acharei Mot-Kedoshim: To evaluate how proud we are to be Jewish
- Emor: To understand how the Torah and Rabbis are a guide for Jewish people
- Behar-Bechukotai: To understand the importance of giving to Hashem and to others.

Topic: Israel
- To understand the impact of WW2 on the need for Israel
- To understand what happened in 1948
- To know who Menachim Begin was
- To understand what happened in the six day war.

Chagim: Yom Haatzmaut
- Know the reason why Jews consider Israel their homeland
- Know the impact that Israel has had on Jewish lives since 1948 through aliyot and kibbutz galiyot
- Understand why Israel is important for Jews all around the world in the 21st century.

Chagim: Lag B'omer
- To understand why Rebbe Shimon bar Yochai is celebrated on Lag B'omer
- To understand why the omer restrictions stop on Lag B'omer.

Chagim: Shavuot
- Is familiar with and understand the significance of the Thirteen Principles of Faith – linked to Yigdal
- Knows that the Torah consists of Torah Shebichtav and Torah SheB'al Peh and the transmission of the Torah from Moshe to the present day
- Knows the story of Ruth in greater depth
- Knows some of the differences between the laws of Shabbat and the laws of Yom Tov.
- Knows that Akdamot are read on Shavuot before Kriat Hatorah
- Knows the dates of each of the Shalosh Regalim
- Knows what each of the Shalosh Regalim have in common i.e. Hallel, Amidah, Issur Melachah, Aliyah L'regel
- Knows each of the Asseret Hadibrot in Hebrew and understand that laws can empower and not restrict
- Knows that the Korban offered up on Shavuot was the Shtei Halechem made from wheat of the new harvest.

Skills
- To review the difficult Rashi letters
- To review special Hebrew reading rules
- To review the Rashi words we have learnt this year.

Parasha:
- Nasso: To understand the depth of self-control a nazir has and what we can learn from a nazir
- Behalotecha: To understand the importance of being Jewish and having mitzvot
- Korach: To understand why the community's interest can be more important than our own sometimes
- Chukat: To understand why we are all role models
- Balak: To know people have differences and that we should acknowledge them
- Pinchas: To understand how every situation is different.

Topic: Israel
- To know what happened in the Yom Kippur war
- To know what happened in Entebbe and the link to why we need Israel
- To understand what happened in Operations Solomon and Moses
- To know about Israel today, focussing on: Money, climate, neighbouring countries, and the main cities.

Chagim: 3 Weeks
- Understands the link between some of the customs of the Three Weeks and Tisha B'Av and the Jewish way of mourning a close relative
- Knows and understands the words to the song "Im eshkachech Yerushalayim"
- Understands that every day in our Tefillot we pray and hope that Hashem will rebuild the Bet-HaMikdash (story of Rabbi Akiva and the fox).

Jewish Identity:
- To understand what makes up our Jewish identity
- To understand what influences my Jewish identity
- To be able to identify kosher products in a regular supermarket.