

## Year 6 Summer Term Provision

### We aim to begin teaching in this term...

Local links:	<ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Home Guard</li> <li>• German parachutists</li> <li>• VE day celebrations</li> <li>• Birmingham Blitz</li> </ul>
Book Options:	Goodnight Mister Tom, Michelle Magorian, Friend or Foe, Michael Morpurgo, My Secret War Diary, by Flossie Allbright, Carrie's War by Nina Bawden, Blitzed Brits by Terry Deary, Tail-End Charlie by Mick Manning, Woeful Second World War by Terry Deary
Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> <li>• Eloquent and Truthful</li> <li>• Learned and Wise</li> </ul>
Catholic Social Teaching	Dignity of work Rights and responsibilities
British Values	<ul style="list-style-type: none"> <li>• Democracy- the fight against fascism and the fight for democracy.</li> <li>• Respect and tolerance- how different countries and cultures worked together both in and out of Britain</li> <li>• Explore British national identity and what it means to be British – how did the war affect this?</li> </ul>
Subj	Learning Aims

R.E.	<p>EASTER</p> <ul style="list-style-type: none"> <li>• Know the story of the Risen Christ to Thomas</li> <li>• Understand some reasons Thomas failed to believe Christ was alive</li> <li>• Describe how meeting the Risen Christ changed Thomas' life</li> <li>• Know Christians believe in eternal life and some NT stories that speak about eternal life</li> <li>• Identify symbols from Baptismal and funeral liturgy that speak of eternal life</li> </ul> <p>V+V: we can become learned and wise by having an understanding and empathy for those involved in the Easter story</p> <p>PENTECOST</p> <ul style="list-style-type: none"> <li>• Know, compare and contrast the two NT stories about the coming of the Holy Spirit</li> <li>• Understand why wind, fire and breath are important symbols of the Holy Spirit and explain why they are important in the lives of Christians</li> </ul> <p>V+V: we can become eloquent and truthful by discussing and comparing the gospel and using it to guide us</p> <p>BELONGING TO THE CHURCH COMMUNITY</p> <ul style="list-style-type: none"> <li>• Know a direct link exists between the teaching of the Apostles, the role of the Pope and Bishops today and the faith that is nourished and celebrated in the local parish community today</li> <li>• Recognise the Church is a universal Church and that the life of the local parish is founded upon the faith of the apostles and the universal Church</li> </ul> <p>V+V: can become learned and wise by understanding the role of key figures in the Bible and the Church</p>
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English

**Spoken Language**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

**Reading**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English [Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
    - understand what they read by:
      - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

### **Writing**

#### **Spelling**

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [Appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus

#### **Composition**

- Plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
    - Draft and write by:
      - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
      - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
      - precising longer passages
      - using a wide range of devices to build cohesion within and across paragraphs
      - using further organisational and presentational devices to structure text and to guide the reader
        - Evaluate and edit by:
          - assessing the effectiveness of their own and others' writing
          - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proofread for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Vocabulary, grammar & punctuation**

- develop their understanding of the concepts set out in [Appendix 2](#) by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
  - learning the grammar for years 5 and 6 in [Appendix 2](#)
    - indicate grammatical and other features by:
      - using commas to clarify meaning or avoid ambiguity in writing
      - using hyphens to avoid ambiguity
      - using brackets, dashes or commas to indicate parenthesis
      - using semicolons, colons or dashes to mark boundaries between independent clauses
      - using a colon to introduce a list
      - punctuating bullet points consistently
        - use and understand the grammatical terminology in [Appendix 2](#) accurately and appropriately in discussing their writing and reading.

<b>Maths</b>	<p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"><li>• Draw 2-D shapes using given dimensions and angles.</li><li>• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</li><li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li><li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li></ul> <p>Statistics</p> <ul style="list-style-type: none"><li>• Interpret and construct pie charts and line graphs and use these to solve problems.</li><li>• Calculate the mean as an average.</li></ul> <p>Problem Solving</p>
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## Science

### **Working Scientifically (taught throughout)**

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting 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
- identifying scientific evidence that has been used to support or refute ideas or arguments.

### **Living Things and Their Habitats**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.
- Pupils will look at the classification system in more detail. They will be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.
- Through direct observations where possible, pupils will classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). Pupils will discuss reasons why living things are placed in one group and not another.
- Pupils will find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

### **Evolution and Inheritance**

- 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
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- pupils will find out more about how living things on earth have changed over time. They will be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.
- They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.
- Pupils will find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">P.E.</p>	<p><b>Striking and Fielding</b>          Play competitive games such as cricket and rounder's.          Develop flexibility, strength, technique, control and balance          Use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>• Field as a collaborative team unit</li> <li>• Strike a ball or object 'cleanly' using different equipment</li> <li>• Retrieve, intercept and stop a ball when fielding</li> </ul> <p><b>Sports Day</b>          Use running, jumping and throwing in isolation and in combination          Develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> <li>• Train the body to run for a longer duration</li> <li>• Sustain pace over longer distances</li> <li>• Choose appropriate techniques for specific events</li> <li>•</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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.</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>



P.S.H.E.

- For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
- For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.
- To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To consider the lives of people living in other places, and people with different values and customs.
- For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).
- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- To learn what is meant by enterprise and begin to develop enterprise skills.
- To explore and critique how the media present information To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others.

# French

## Listening & Comprehension

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

## Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

## Reading & Comprehension

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Progression of skills

- Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered
- Learn to recall previously learnt and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics responding with opinions and justifications where appropriate
- Be able to table unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4'. Including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries
- Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives

	<ul style="list-style-type: none"> <li>Consolidate our understanding of gender and nouns, use of the negative adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/Conjunctions and more confident with full verb conjugation – both regular and irregular</li> </ul>			
Topic				
Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> <li>Eloquent and Truthful</li> <li>Learned and Wise</li> </ul>			
British Values	<ul style="list-style-type: none"> <li>Democracy- debate, voting</li> <li>Respect and tolerance- of each other and other cultures; understanding the importance and impact of treating others equally and respecting the rights of others (global trade)</li> <li>Individual liberty- impact of Portuguese and British on Benin and it's people</li> </ul>			
Hist	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas

	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>V+V: take a curious and active approach using historical sources</p> <p>V+V: we can be eloquent and truthful in discussing difficult topics</p> <p>BV: we can focus on democracy, individual liberty, and mutual respect through our study of the treatment of different groups, the political ideologies of different countries and the British home front spirit</p>	<p>To understand and explain the events leading up to the Second World War</p> <p>To create a timeline of the Second World War, including key battles, technological advancements and peace treaties</p> <p>To deduce the mood of the country at different points of the war using sources</p> <p>To empathise with the experience of an evacuee</p> <p>To know about the importance of rationing</p> <p>To know how female roles changed over the course of the war</p> <p>To know about the events of the holocaust</p> <p>To know why and how the war ended</p>	<ul style="list-style-type: none"> <li>• Census</li> <li>• Analyse</li> <li>• Sources</li> <li>• Enquiry</li> <li>• Conditions</li> <li>• First person/secondary accounts</li> <li>• Interpretation</li> <li>• Perspective</li> <li>• Social responsibility</li> </ul>	<p>Create suitcases ready to pretend to be 'evacuees' for the day</p> <p>Spend a week in class having to respond to the air raid warning and all clear siren.</p> <p>Artefacts and equipment from the period brought in.</p> <p>Interview with an evacuee.</p>
Geo	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> <li>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</li> <li>name and locate countries and cities of the United Kingdom, geographical regions and some of their identifying human and physical characteristics</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>Locate countries and colour code with reference to which alliance they were part of</li> </ul> <p><b>LC: can I use an atlas and digital mapping sources to understand the alliances in WWII?</b></p> <ul style="list-style-type: none"> <li>Compare maps from different eras, Pre and Post WW1, Pre and Post WW2, and compare to today.</li> </ul> <p><b>LC: can I interact with maps and utilise them as historical sources?</b></p> <ul style="list-style-type: none"> <li>Understand reasons for movement of people before, during and after WW2</li> </ul> <p><b>LC: can I interpret the reasons why there was migration of people before, during and after the Second World War?</b></p> <ul style="list-style-type: none"> <li>Understand the geographical reasons for rationing and international trade links</li> </ul> <p>Link to History lesson on rationing</p> <ul style="list-style-type: none"> <li>Use OS maps to study the local area</li> </ul> <p><b>LC: can I identify key local sites for the war effort?</b></p>	<ul style="list-style-type: none"> <li>Technology</li> <li>Transportation</li> <li>Population</li> <li>Distribution</li> <li>Economy</li> <li>Industrial</li> </ul>	
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Improve pupils' mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Henry Moore Shelter Drawings:</p> <ul style="list-style-type: none"> <li>• <i>Understand the content of Henry Moore's Shelter Drawings.</i> Look at Moore's work. Who is he? What does he do? What techniques are being used to draw – use pencil. Encourage sketching techniques? Where are the images situated? (shelters) Model and demonstrate with children where light and shade falls on objects and figures from Moore's drawing</li> <li>• <i>Understand the messages portrayed in the pictures by studying the position of the bodies and the facial expressions.</i> Use shelter drawings and children to look in detail (the mood) - talk about who is in the pictures and where the people are. Highlight the position of the people – what are they doing? How are they feeling? Discuss how the pictures reflect time and place</li> <li>• <i>Use ideas gathered so far to make a composite shelter drawing.</i> Chose 2-3 people in the shelter and model how to mark their positions using light pencil marks. Model where the light source is coming from. Children to then draw a background shelter to represent the underground.</li> <li>• <i>Children create a tunnel background.</i></li> </ul> <p>Focus on sketching a tunnel to the background of children's drawing. Model drawing techniques with children to get the tunnel effect and use of light.</p>	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Medium</li> <li>• Compare and contrast</li> <li>• Motivation</li> <li>• Primary colours</li> <li>• Warm and cool colours</li> <li>• Tone</li> <li>• Form</li> <li>• Shading</li> <li>• Background</li> </ul> <p>foreground</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p>Research, plan, create and evaluate a savoury dish using only ingredients available under rationing.</p> <p>Design, construct and evaluate a model Anderson shelter.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Mu</b>	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Exploration of Popular Music from The Second World War to the Present Day</b></p> <p>LC: can I listen to wartime music and evaluate its impact on mood and morale?</p> <p>LC: can I compose lyrics to my own wartime radio song to elicit hope?</p> <p>LC: can I research musical genres to emerge in the 1950s?</p> <p>LC: can I listen to and analyse songs from the 1960s and find their melody and rhythm?</p> <p>LC: can I analyse the influence of the Beatles on music and popular culture?</p> <p>LC: can I perform a Beatles song with harmonies and rounds?</p> <p>LC: can I use technology to edit a 4 track song?</p> <p>LC: can I create a timeline of popular music from 1945 to the present day?</p> <p>LC: can I plan, rehearse and perform a piece of music that only requires percussion and voice?</p>	<ul style="list-style-type: none"> <li>• Tempo</li> <li>• Rhythm</li> <li>• Mood</li> <li>• Crescendo</li> <li>• Timbre</li> <li>• Instruments</li> <li>• Percussion</li> <li>• Harmony</li> <li>• Minim</li> <li>• Crotchet</li> <li>• Quaver</li> </ul>	
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