

Year Six

Summer Term – ‘Digging Deep’

As readers, these are some of the texts our children will use to support their learning:

Poetry

‘River’ by Valerie Bloom

Plays

Y6- Find a Way Out (Pearson)

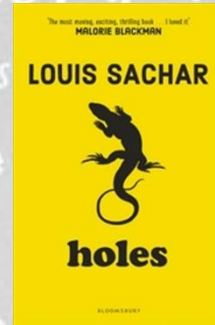
Non-Fiction

Persuasion

Discussion

Fiction

‘Holes’ by Louis Sachar



Marshland Moments

Visit a power station

Design a buzzer

Attend the Oscars

Key Events

Leavers’ Concert

Trip to Drax Power Station

As Y6 mathematicians, our children will study:

Weeks 1 – 2 – Geometry

Shape

Week 3 – Geometry

Position and direction

Above will be used for gaps in learning and revision.

Review and consolidation

White Rose/ Trinity Academy transition projects

Our children will use the texts and the links to the curriculum to develop their skills as writers by using:

- the power of three fronted adverbials
- personification of the weather
- evocative language to create a mood, strong feelings, memories, or emotions back
- the appropriate author’s voice.
- a change in tense – flashback/ suspense
- change in moods and emotions
- subjunctive form
- active and passive voice
- formality for effect
- consider the audience, purpose and write using the appropriate author’s voice

<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - planning different enquiries - taking measurements and using a range of scientific equipment - recording data and results and presenting these using a range of methods - using results to make predictions and carry out further tests - reporting and presenting their findings - identifying scientific evidence that has been used to support or refute ideas 	<p>The children will also study the following unit:</p> <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 - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution - find out about the work of palaeontologists and about how key people developed their ideas on evolution.
<p>As designers and users of technology, our children will develop their skills and knowledge:</p> <p>Electrical systems - Monitoring and Control</p> <p>Existing Products: - a range of videos and pictures of fairground rides. Can children make a fairground ride using Crumble to control and move?</p>	<p>As artists, our children will develop their skills with:</p> <p>Sculpture</p> <p>Outcome: Statue of themselves</p>
<p>As historians, our children will develop an understanding of:</p> <p>What impact did the closing of the mines have on our local area? A local history study</p>	<p>In Personal, Social and Health Education, our children will study:</p> <ul style="list-style-type: none"> - first aid special - the Working World - relationships
<p>As geographers, our children will develop an understanding of:</p> <p>What is the impact of climate change?</p>	
<p>As linguists, our children will learn and use French vocabulary linked to:</p> <ul style="list-style-type: none"> - Funfair and Favourites - Café Culture 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> -continue to learn how to play the ukulele
<p>In physical education, our children will study:</p> <ul style="list-style-type: none"> - outdoor adventure and activities, with a focus on finding success - athletics, with a focus on 'going for gold'. 	<p>As computers and users of technology, our children will:</p> <ul style="list-style-type: none"> - continue to use spreadsheets - understand binary - use programmes for quizzing.
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will investigate:</p> <ul style="list-style-type: none"> - What is humanism? 	