

# St Andrew's Church School

Summer Term ~ Year 6 ~ Where Are We Going?

## English

**Class Texts:** Pax, by Sarah Pennypacker

**Fiction:** Pax— Novel as theme; setting and character developments; illustrated next chapters; writing in role.

**Poetry:** War poetry; Free Verse Poetry.

**Non-Fiction:** Non-chronological reports; documentary scripts; fact-files; Instruction texts; Motivational speeches; Persuasive texts and book reviews.

**Wider Reading:** The Journey by Francesca Sanna; Wild Animals of the North by Dieter Braun; Anthologies of War Poetry.

## Our Response To The World: Where Are We Going?

In school, we will explore transitions and focus on the key question: *Where are we going?*

The children will explore the seasons, climate change, and how to make a positive impact wherever they go and whatever they do.

We will be involved in a number of whole-school initiatives, including reading, 'A River' by Marc Martin.

When possible, we will explore green spaces in our city and even adopt our own tree; returning throughout the year to note the seasonal changes. Year 6 will also prepare for Secondary and their Leavers' Service.

## Maths

We will be using our Power Maths scheme to learn and apply our mastery of concepts. Measurement (imperial and metric); Measurement (volume, perimeter, area); Ratio and Proportion; Geometry (properties of shapes); Mixed Problem Solving; Statistics.

### Knowledge and Skills:

Solve problems involving the calculation and conversion of units of measure; calculate, estimate and compare volume of cubes and cuboids using standard units; solve problems involving similar shapes where the scale factor is known or can be found. 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 place; recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles; interpret and construct pie charts and line graphs and use these to solve problems.

## Humanities

**History:** A study of a theme in British history that extends pupils' chronological knowledge beyond 1066: WWII

**Knowledge and Skills:** Use sources of evidence to deduce information about the past; use appropriate historical vocabulary to communicate; The lives of significant individuals in Britain's past who have contributed to our nation's achievements (Enigma code / Virginia Hall/ animals that went to war). Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

**Geography:** Patterns in land use based on natural resources; topographical features (rivers, hills, valleys).

**Knowledge and Skills:** Describe and understand the distribution of natural resources.

**Music:** Year 6 Production and BBC10 Pieces.

**Knowledge and Skills:** Choose and use a wide range of musical vocabulary.; Perform with confidence.

**MFL:** 'Je peux' Recognise some common French verbs/activities; use these verbs to convey meaning in English by matching them to their appropriate picture.

## STEAM

**Science:** Sex and Relationships Education (SRE); Light; Electricity

### Knowledge and Skills:

Understand that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; 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.

### Art and D&T: Painting and Electronics

**Knowledge and Skills:** Combine colours, tones and tints to enhance the mood of a piece; use brush techniques and the qualities of paint to create texture; develop a personal style of painting, drawing upon ideas from other artists.

**Computing:** I can design a new game, using appropriate software to present information and advertise a product launch.

### Knowledge and Skills:

Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## Health and Well-Being

### P.E: Dance and Games

### Knowledge and Skills:

Throw accurately and refine performance by analysing technique and body shape; show control in take off and landings when jumping. Lead others when called upon and act as a good role model within a team; uphold the spirit of fair play and respect in all competitive situations; choose the most appropriate tactics for a game.

### P4C/ PSHE: How do friendships change as we grow?

Links with Collective Worship, e-safety awareness, morning exercise sessions, weekly P4C (Philosophy for Children) sessions. P4C sessions give children the chance to ask questions and reflect critically and creatively on their lives and the world around them, with strong cross curricular content.

**Knowledge and Skills:** Describe and understand others' points of views; stick at an activity even in the most challenging circumstances; show effort and commitment.

## RE

**Beliefs and Meaning:** Beliefs and Moral Values

### Islam

**Knowledge and Skills:** Explain own ideas about answers to ultimate questions; express own values and remain respectful of others; compare and contrast lifestyles of different faith groups. Explain some of the different ways that individuals show their beliefs.

**Our Value:**  
Friendship and Love  
Courage

**Philosophy (P4C) Question:**  
How do we change as we grow?

**Learning Behaviour Goal:** We are becoming more independent and thinking about our key transitions; we are learning about strategies to use to cope with change.

**Living Well Goal:** We are good friends and know how to show care and love to others.