

# St Andrew's Church School

Summer Term 23/24

~ Year 6

~ Where Are We Going?

## English

**Focus Texts:** *Pax* by Sarah Pennypacker / *A Midsummer Night's Dream*

**Fiction:** *Pax*— Themes in novels; setting and character developments; illustrated next chapters; writing in role; writing with story structure; play scripts.

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

**Non-Fiction:** Non-chronological reports; documentary scripts; fact-files; instruction texts; motivational speeches; persuasive texts and book reviews.

**Wider Reading:** *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?**

We will look at lessons to be learned from historic events like World War II, both morally and industriously—why not make do and mend? Combining science with technology, we will learn how to create electric circuits and put our skills to use by learning morse code.

This is an important final term. Year 6 will also prepare for their SATs tests and secondary school 'move-up day'.

And of course, we look forward to starring in our end of year production:  
*A Midsummer Night's Dream.—The Musical!*

## 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.

**Music:** Composition, songwriting and reading musical notations. We will write lyrics and compose melodies to our own songs for our summer production.

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

## STEAM

**Science:** Sex and Relationships Education (SRE); Light; Electricity (creating morse code machine)

**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.

**Art:** (Drawing) Observational sketches on 'found objects'. Focus Artist: Duncan Cameron.

**Knowledge and Skills:** Use a choice of techniques to depict movement, perspective, shadows and reflection and explain preferences; interpret the texture of a surface and show through your drawings.

**D&T:** (Textiles) Textiles: Make Do and Mend (History WWII link)

**Knowledge and Skills:** Join textiles with a combination of stitching techniques; Use the qualities of materials to create suitable visual and tactile effect

**Computing:** Code (Sensing). Design and code a project that capture inputs from a physical device (e.g. micro bit).

**Knowledge and Skills:** Write code to control and monitor models or products.

## Health and Well-Being

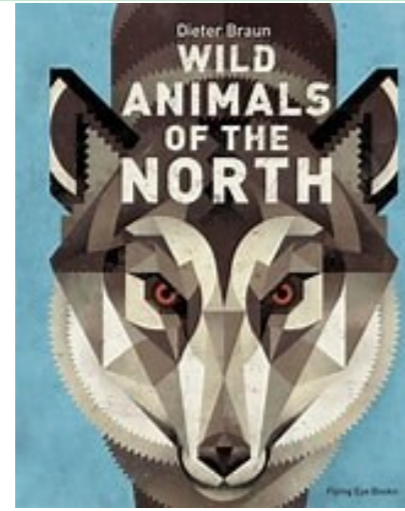
**P.E:** Orienteering, Athletics, Dodgeball, Dance

### 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.

**PSHE:** Healthy Relationships (link to SRE in Science / Changing Me

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



## RE

**Beliefs and Moral Values**

**Focus Religion: Islam**

Does belief in Akirah (life after death) help Muslims to lead good lives?

**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:**

Hope and Peace

**Reflections:**

How can we create peaceful relationship?

**Oracy**

We can ask questions to clarify meaning.

**Thriving Together**

We can adapt to change (transitions).