

Summer Term Year 6 Themes, subjects with National Curriculum objectives

Theme: Going for goals?

PHASE 1: Inspire and motivate

Apprentice video clips

PHASE 2: Learn Specifics

English: Persuasive Writing

- reading books that are structured in different ways and reading for a range of purposes
 - identifying and discussing themes and conventions in and across a wide range of writing
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - 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
 - retrieve, record and present information from non-fiction
 - provide reasoned justifications for their views.
- 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
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - 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
 - 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

Theme: Where are we going?

PHASE 1: Inspire and motivate

Viking Day experience including dressing up; Van Hage visit

PHASE 2: Learn Specifics

History: Viking and Anglo-Saxons struggle to Edward the Confessor

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

<ul style="list-style-type: none"> - proof-read for spelling and punctuation errors - using expanded noun phrases to convey complicated information concisely 	
<p>PE: Viking Dance</p> <ul style="list-style-type: none"> - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their performance 	<p>DT: Apprentice</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	<p>Music: Jingles</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory
<p>PHASE 3: Apply and Share</p>	<p>PHASE 3: Apply and Share</p>
<p>Making products to sell to the school and local community</p>	
<p>Non-themed Subjects</p>	
<p>English skills</p> <ul style="list-style-type: none"> - Spelling - Handwriting - Grammar and punctuation 	<p>English Skills</p> <ul style="list-style-type: none"> - Spelling - Handwriting - Grammar and punctuation

<p>Maths skills</p> <ul style="list-style-type: none"> - Number; number and place value - Number; addition, subtraction, multiplication and division - Number; fractions - Measurement 	<p>Maths Skills</p> <ul style="list-style-type: none"> - Number; fractions (including decimals and percentages) - Number; multiplication and division - Ratio and proportion - Algebra - Geometry - properties of shapes
<p>RE: Ideas about God</p> <ul style="list-style-type: none"> - Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning - Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. - Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning 	<p>RE: responsibility for the environment</p> <ul style="list-style-type: none"> - Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning - Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. - Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings
<p>MFL: Sports</p> <ul style="list-style-type: none"> - 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 	<p>MFL: Responding to a story</p> <ul style="list-style-type: none"> - 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 - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
<p>PE: Athletics</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination - develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics - compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>PE: Swimming</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively such as front crawl, backstroke and breaststroke - perform safe self-rescue in different water-based situations. <p>PE: Tennis</p> <ul style="list-style-type: none"> -play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending

<p>Science/PSHE: Sex and relationships education</p> <ul style="list-style-type: none"> - learn about the changes experienced in puberty - learn about human reproduction and birth 	<p>Music: Singing together</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
<p>Computing: Coding: Scratch</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Computing: Networks</p> <ul style="list-style-type: none"> - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
<p>Art: Hats</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including sculpture - about great artists and designers in history. 	
<p>Environmental studies: Dig For Victory!</p> <ul style="list-style-type: none"> -Be able to explain requirements of seedlings being grown. -Understand how to pot seedlings on and then plant in final growing place. -Develop a knowledge of different growing requirements for the plants that they have grown. -Build on skills to use a variety of gardening tools safely and correctly. -Taste and cook with (hopefully!) fruits, herbs and vegetables grown in their 'Allotments'. -Create a range of labels to identify plants grown, in English and French. 	