

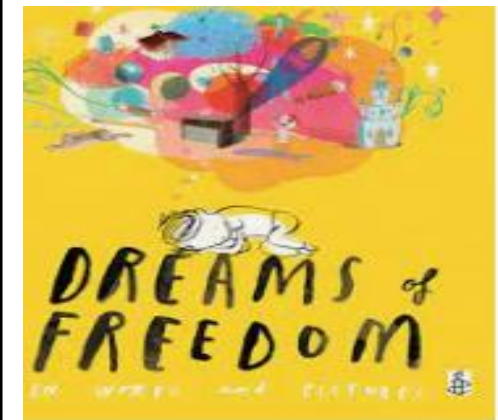


## YEAR 6 SUMMER 1

### WHAT WOULD HAPPEN IF ORGANISMS DID NOT SHOW VARIATION?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>Review progress against own targets</p> <p>Know that only our best is good enough</p> <p>SATS Test</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone</p> <p>Increase responsibilities for year 6 children and continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers, science ambassadors</p> <p>Sports competitions</p> <p>Representing school in inter school sporting competitions</p> <p><b>Pensarn Residential</b> – Developing independence and trying out new activities</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on <b>Resourceful</b> for Summer 1 to be the best learners we can be so we are prepared to face future challenges that come our way.</p> <p>Knows what to do when they are stuck</p> <p>Uses what they have learnt before to help them</p> <p>Learns from their mistakes</p> <p>Looks for ways to improve their work</p> <p>Work towards Learning to Learn Awards</p> <p>Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Assemblies – linked to school aims</p> <p>Year 6 responsibilities – year 6 as role models</p> <p>Representing school in sporting competitions</p> <p>Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding 'how to recognise freedom' – <b>Dreams of Freedom by Amnesty International</b></p> <p>Make a positive difference to ourselves and others in our community – supporting Alderley Edge food bank, cake sale to raise money for Thursday lunches in church</p> <p>SRE DAY – Growing and changing</p> <p>Book Swap Day</p>



<b>ENGLISH</b>	<b>READING</b>	Read range of genres Making comparisons within and across books Predicting what might happen from details stated and implied Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss use of figurative language and the impact on the reader Discuss and explain reading, providing reasoned justification
	<b>WRITING</b>	Plan writing to suit audience and purpose Develop initial ideas drawing on reading and research where necessary Develop characterisation and setting Select grammar and vocab for effect Develop and use range of cohesive devices Develop grammatical consistency In narratives, describe settings, characters and atmosphere and integrate dialogue
	<b>SPELLING / PHONICS / GPS</b>	Use a dictionary and a thesaurus Use relative and subordinate clauses Use Subordinating/coordinating conjunctions in context Now how and when to use speech marks for direct speech Use commas for clauses Use ( ), - and , for parenthesis Know the subject and object of a sentence Secure spelling in homophones, prefixes and silent letters Words from 5/6 statutory spelling list synonyms
	<b>SPOKEN LANGUAGE</b>	Use appropriate register and language Articulate arguments and opinions Use questions to build knowledge

<b>MATHS</b>	<p><b>Graphs and Averages</b>                  Finding the average                  Reading pie charts                  Reading line graphs                  Converting miles and kilometres</p> <p><b>Negative Numbers</b>                  Adding, subtracting and using</p> <p><b>Practice SATs Past Papers</b></p>
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<b>SCIENCE</b>	<p><b>Complete Diet, Drugs and Lifestyle from spring 2</b></p> <p><b>Variation</b></p> <p>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.                  Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory)</p> <p><b>Working scientifically</b></p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory)                  Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs.                  Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory)                  Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory)</p>
	<p><b>HISTORY</b></p> <p>Geography Focus</p>

<b>COMPUTING</b>	<p><b>Text Adventures</b></p> <p>To find out what a text adventure is.                  To use 2Connect to plan a story adventure.                  To make a story-based adventure using 2Create a Story.                  To read and understand given code for a text adventure game.                  To debug and improve a text adventure game</p>
	<p><b>Complete from Spring 2 - Brazil – Place knowledge/Human and Physical Geography</b></p> <p><b><u>Pensarn and Alderley Edge</u></b></p> <p>The main areas of human, physical and economic geographical features of Pensarn and contrast to Alderley Edge</p> <p>Create a key using symbols to show what different features are.</p> <p>Study Ordnance Survey topographical maps to plot land use patterns and features of counties of the UK</p> <p>Research how the population of Alderley Edge has changed over time. Present this in a graph. Compare this to a similar graph showing the population of Pensarn.</p> <p>Compare urban and rural areas using six-figure grid references.</p> <p>Compare different sources for population numbers. Which is the most reliable? Why is it hard to measure population?</p>
<b>GEOGRAPHY</b>	



MFL	<p><b>The theme of this half term is holidays</b></p> <p>To develop confidence in introductory conversations - confidently be able to ask and answer questions</p> <p>To speak and write in sentences to describe holidays</p> <p>To use and conjugate the verb 'Aller' (to go)</p>	PHYSICAL EDUCATION	<p>Improve stamina and endurance by pacing over longer distances whilst sustaining speed . Apply quick reactions and accurate techniques using rapid acceleration from a crouched sprint start</p> <p>Sustain running at a consistent pace continuously</p> <p>Consistently and accurately execute speed and fluency sprinting over obstacles.</p> <p>Confidently and competently perform an accurate changeover technique with speed and fluency</p> <p>Perform different types of jumps for distance and height with balance and rhythm (standing broad/high jump) using effective combinations of actions and techniques showing control and fluency</p> <p>Perform dynamic jumping combinations with control</p>
DESIGN TECHNOLOGY	Art Focus	ART AND DESIGN	<p><b>Painting Objectives:</b></p> <p>Refine and build on previous acrylic techniques to include dry brushing, combing, wet in wet, overlay, sponging</p> <p>To use additional detail to self-portrait as a form of self-expression</p> <p>To improve the mastery of art and design techniques when using acrylic paints</p> <p><b>Media used:</b> Acrylic Paints</p> <p><b>Activity:</b> Self Portrait for self - expression</p> <p><b>Artist Link:</b> Frida Kahlo</p>
MUSIC	<p>Perform with others, maintaining their own parts within an ensemble, using their voice, glockenspiel or an instrument of their choice.</p> <p>Improvise within given structures using a pre-determined scale.</p> <p>Consolidate learning of musical elements such as pitch, rhythm, harmony, melody and metre and gain confidence in musical performance.</p> <p>Extend understanding of musical notation</p>	RELIGIOUS EDUCATION	<p><b>How do we show respect for the environment and living things?</b></p> <p>To be able to analyse what most Hindus believe about reincarnation, vegetarianism and caring for the environment.</p> <p>To be able to explain the Hindu idea of 'Karma' and how actions have consequences.</p>
PSHE	<p>Protecting your identity and ensuring personal safety at all times</p> <p>Recognising own accountability and responsibility, making the right choices</p> <p>Caring Friendships</p> <p>First Aid – dealing with common injuries, cuts, bruises, head bumps and simple bandages</p> <p>What to do if an accident happens without immediate adult support</p> <p>Internet Safety with DC Andrew Kevin</p>	ENRICHMENT	<p><b>Pensarn Residential</b> - To educate children with all necessary facilities through outdoor pursuit activities to develop their physical capabilities and their mental and spiritual awareness as individuals and as members of society and so that their conditions of life may be improved.</p>