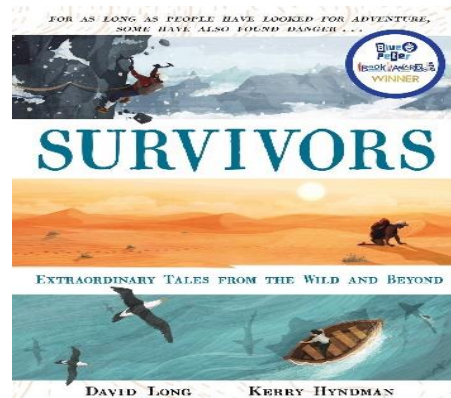




YEAR 6 SUMMER 2 SURVIVAL

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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.	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. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	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. We will be challenging ourselves, extending our boundaries and developing our independence.	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.

KEY TEXTS AND IMAGES





ACADEMIC EXCELLENCE	<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>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone</p> <p>Continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers</p> <p>Sports competitions</p> <p>Sports week</p> <p>Representing school in inter school sporting competitions</p> <p>Social Media talk with D.C. Andy Kevan</p> <p>Taking part in BMX at the Manchester Velodrome during Sports Week</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with focus on consolidating all 5Rs:</p> <p>Ready, Responsible, Resilient, Reflective, resourceful.</p> <p>Work towards Platinum Learning to Learn Awards</p> <p>Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims</p> <p>Year 6 responsibilities – year 6 as role models</p> <p>Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>No Outsiders – Dreams of freedom, knowing our rights</p> <p>Keeping mentally healthy – anxiety gremlin, strategies for worries on moving to High School</p> <p>High School visits</p> <p>Summer performance</p> <p>Leavers' Service</p> <p>Year 6 fair</p> <p>Design own page in 'leavers year book'</p> <p>Continue to support local community by promoting the food bank</p> <p>'Streetlaw' Workshop</p>



ENGLISH	READING	Read range of genres that expands knowledge Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss use of figurative language Discuss and explain reading, providing reasoned justification
	WRITING	<i>Identifying</i> 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 ^[SEP] Draft and write by: ^[SEP] selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ^[SEP] using a wide range of devices to build cohesion within and across paragraphs ^[SEP] using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	SPELLING / GPS	Continue to distinguish between homophones and other words which are often confused ^[SEP] Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ^[SEP] Use dictionaries to check the spelling and meaning of words from 5/6 statutory spelling list
	SPOKEN LANGUAGE	Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
MATHS		<p>Solving Word Problems</p> <p>Review of work on Algebra Review of work on Ratio</p> <p>Year 7 ready work – Themed Projects from White Rose Maths Worded problems and problem solving</p>



SCIENCE	<p>Finish variation and Adaptation from Summer 1</p> <p>FOSSILS</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Enquiry Question - How have fossils changed over time and does this provide evidence for evolution?</p> <p>Areas to consider to answer the enquiry question:</p> <p>Fossil Formation</p> <p>Exploring fossils</p> <p>Mary Anning</p> <p>Themed Projects – Year 7 ready</p> <p>Project 1 - Melting points</p> <p>Project 2 - Thermal conductivity</p> <p>The Great Science Share – Connected Science</p>
HISTORY	<p>Topic: What did the Ancient Civilisations Have in Common?</p> <p>Areas we will cover:</p> <p>The civilisations of Ancient Egypt, Indus and Shang Dynasty in Ancient China</p> <p>And to know the greatest achievement of each civilisation</p> <p>To know what each civilisation needed to have to function as a city</p> <p>How archaeology allowed us to learn about the past</p> <p>Know more in-depth knowledge about the Indus Valley civilisation</p> <p>Know that the different civilisations all started and finished at different times (but there was one point when they were all building cities and developing their civilisations at the same time)</p> <p>Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time</p> <p>Historical Enquiry - Use secondary sources to find out information about the past; make comparisons across historical periods; ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; conduct an in-depth study of the Indus Valley or Shang Dynasty</p>

COMPUTING	<p>Continue with project evolve - The ProjectEVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives from early years right through to eighteen. These outcomes or competencies are mapped to age and progress. The statements guide educators to the areas that they should be discussing with children as they develop their use of online technology.</p>
GEOGRAPHY	<p>History Focus</p>



MFL	Completed	PHYSICAL EDUCATION
DESIGN TECHNOLOGY	<p>Year 6 enterprise fair The opportunity to try running 'our' very own business. A full year group event where students are off timetable and can explore the world of business. Developing the life skills, knowledge & confidence needed to succeed in the changing world of work. Helping children adopt a positive mind-set as well as valuable life skills and attributes.</p> <p>Grab and Go -Design, make and evaluate food to 'Grab and Go' Technical Knowledge that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health Know that food is seasonal Know the process of farm to fork Know what air miles are and the impact of importing on the environment</p>	<p>To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To develop the volley and understand when to use it. To employ tactics when playing with a partner. To apply rules, skills and principles to play against an opponent.</p> <p>OAA – Continue from summer 1 – Pensarn – Outdoor, Adventurous Activity</p>
MUSIC	<p>Analyse and describe melodies. Perform effectively, with an awareness of others, a variety of songs from various traditions and styles. Create a variety of musical melodies using pitched instruments and musical notation.</p>	<p>ART AND DESIGN</p> <p>Sculpting Develop skills when working with clay to create a solid figure Smooth, mould, pinch and shape to provide form and perspective Use clay tools confidently to mark and give detail Add details to convey expression/movement Activity: Create a clay monkey</p>
PSHE	<p>To understand how emotions can change during puberty and strategies for managing these Ongoing - online safety First Aid AECPS Year Book</p>	<p>R.E.</p> <p>Why do some people believe in God and some people not? Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as religion and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God</p>
		<p>ENRICHMENT</p> <p>Sports week to try different sports Sports day to compete in different sports Summer show, experience acting, singing, dancing, stage craft 'Streetlaw' Workshop AECPS – Year Book Visit from D.C Andy Kevan Leavers service Great Science share</p>