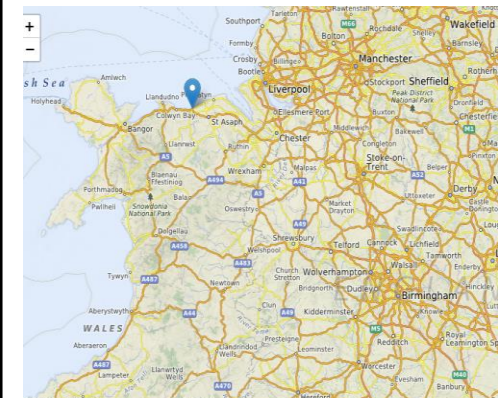
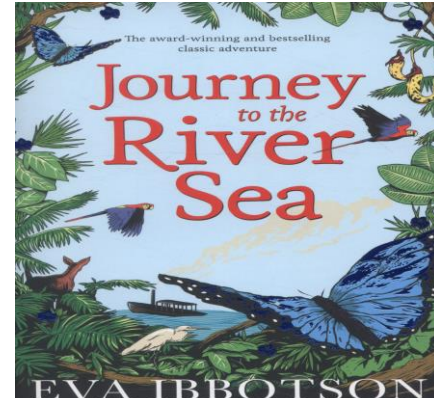
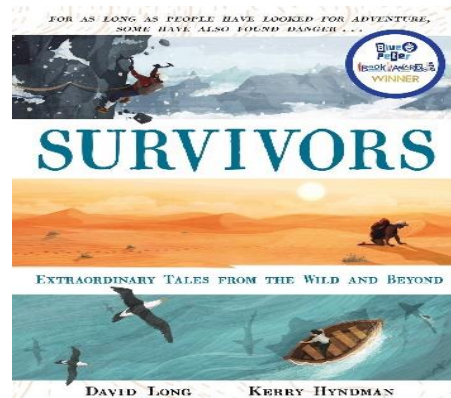




YEAR 6 SUMMER 2 SURVIVAL

| ACADEMIC EXCELLENCE | LIFE LONG LEARNING | POSSIBILITIES and RISKS | SOCIAL INTELLIGENCE |
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| 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





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| 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>Representing school in inter school sporting competitions</p> |

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| 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> |



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| 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 | Writing Outcomes & Form - Explanation (Adaption Explanation) Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) |
| | SPELLING / PHONICS / GPS | Develop appropriate style and register 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 |
| | SPOKEN LANGUAGE | Use appropriate sounds through Patrick's verbal range Articulate specific words from his vocabulary to express positive listening Use questions to build knowledge by using his technology efficiently |
| MATHS | | <p>Solving Word Problems</p> <p>Using a bar model to solve word problems on:</p> <p>population, Money Weight time Shape Fractions Division Ratio volume</p> |



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| SCIENCE | <p>Body Health</p> <ul style="list-style-type: none"> ✓ What does keeping healthy mean ✓ What are the food groups ✓ How to eat healthy snacks ✓ How have diets changed over time ✓ What are the benefits of sport and exercise ✓ How do athletes keep in elite condition |
| HISTORY | <p>Geography focus – Pensarn (carried over)</p> |

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| COMPUTING | <p>Word Processing:</p> <ul style="list-style-type: none"> ✓ To add and edit images to a word document. ✓ To know how to use word wrap with images and text. ✓ To change the look of text within a document. ✓ To add features to a document to enhance its look and usability. ✓ To use tables within MS Word to present information. ✓ To introduce children to templates. ✓ To consider page layout including headings and columns |
| GEOGRAPHY | <ul style="list-style-type: none"> ✓ The main areas of human, physical and economic geographical features of Pensarn and contrast to Alderley Edge ✓ Create a key using symbols to show what different features are. ✓ Study Ordnance Survey topographical maps to plot land use patterns and features of counties of the UK ✓ 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. ✓ Compare urban and rural areas using six-figure grid references. |



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| MFL | <p>The theme of this half term is fashion and ordering food</p> <ul style="list-style-type: none">✓ To give an opinion and justify using a conjunction and adjective✓ To use knowledge of previous ER verbs to conjugate ‘porter’ (to wear) | PHYSICAL EDUCATION | <ul style="list-style-type: none">✓ To perform different types of jumps for distance and height (standing broad, triple and high) using accurate actions and techniques with control and fluency✓ Be able to perform dynamic jumping combinations with control✓ To improve a variety of running skills, applying a difference in pace over several distances✓ Be able to apply quick reactions using rapid acceleration or sustain running at a consistent pace in various distances✓ To execute speed and fluency running over obstacles✓ To effectively throw with speed and power and apply the appropriate force to a variety of objects eg foam javelin, shot put and discus✓ To perform triple jump combination sequences using a preferred run up technique with balance and control | | |
| DESIGN TECHNOLOGY | <p>Food - GRAB and GO</p> <ul style="list-style-type: none">✓ carry out research, using surveys, interviews, questionnaires and web-based resources✓ develop a design specification to guide thinking✓ generate innovative ideas, drawing on research✓ make design decisions, taking account of constraints such as time / cost | | ART AND DESIGN | <p>Activity: Self Portrait for self - expression</p> <p>Painting Objectives:</p> <ul style="list-style-type: none">✓ Refine and build on previous acrylic techniques to include dry brushing, combing, wet in wet, overlay, sponging✓ To use additional detail to self-portrait as a form of self-expression✓ To improve the mastery of art and design techniques when using acrylic paints | |
| MUSIC | <ul style="list-style-type: none">✓ 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. | | | R.E. | <p>HINDUISM</p> <p>How do Hindus show respect for the environment and living things?</p> <p>What do Hindus believe about reincarnation, vegetarianism and the idea of ‘Karma and how actions have consequences’.</p> |
| PSHE | <ul style="list-style-type: none">✓ To understand how emotions can change during puberty and strategies for managing these✓ To develop understanding of drug awareness✓ Ongoing online safety✓ First Aid✓ AECPS Year Book✓ To be ready for high school transition | | | ENRICHMENT | <p>Sports week to try different sports</p> <p>Sports day to compete in different sports</p> <p>Summer show, experience acting, singing, dancing</p> <p>AECPS – Year Book</p> <p>Visit from Kooth.Com</p> <p>STEM – Workshop</p> <p>Visit from Change, Grow, Live - PSHE Drug and alcohol awareness</p> |