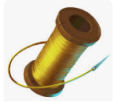


YEAR 6 – SUMMER TERM 2024

Golden Threads



- Sustainability
- Diversity
- Religion

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Grammar, punctuation and spelling

- Use a range of grammatical features within writing, including: adverbial phrases, relative clauses, range of sentence lengths, wide range of conjunctions, passive and active voice and expanded noun phrases.
- Use a wider range of punctuation in writing, including parenthesis, inverted commas, commas to clarify meaning, dashes and hyphens, ellipsis, semi colons and colons.
- Explore spelling patterns and rules: including prefixes and suffixes, homophones, irregular plurals.

Writing

- Alma – describe settings, characters and atmosphere, develop emotive and descriptive language across a whole text, build suspense.
- Ruin – futuristic narrative; figurative language, prediction, character and setting description, flashbacks, suspense and tension; show not tell to convey emotion
- Balance argument – persuasive language, point, evidence and explain, conscience alley
- Advertisement – Linked to Y6 Production, persuasive language, layout features for non-fiction texts
- Performance poetry – identifying poetic features; plan and write using similar models; reading aloud to perform with intonation, expression and volume.

Reading

- Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Fluently and effortlessly read a wide range of texts.
- Read and retrieve relevant key information from a range of fiction and non-fiction texts.
- Make comparisons within and across books



Vocabulary – for effect

Tolerance of different faiths and beliefs – different lifestyles and experiences

MATHS

Position and Direction

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Shape

- Recognise, describe and build simple 3-D shapes, including making nets.

Themed projects, consolidation and problem solving

Bakery:

- Best Value
- Profit and loss
- Packaging
- Cooking problems

Tours:

- Climate
- Distance conversions
- Budget
- Time problems

Futures:

- Annual salary
- Hourly rates
- Bills
- Mortgage
- House



Vocabulary - Understanding of maths vocabulary.

Personal skills - Using maths within real-life contexts.

RE

Freedom

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Anti Racism

- Find out what different holy books have to say about racism.
- Discuss what the different religious teachings about living together have in common. Are they the same?
- Discuss examples of racism.
- Discuss what we think can be done to change the world so that this does not continue or cannot happen again..
- Explore anti-racist Christian scriptures.



Vocabulary - associated with Freedom and Anti Racism



Mutual respect - Deepen understanding of Christianity.

Respect different people's views and beliefs.



Religion – connections between the Bible and people's beliefs

HISTORY

What is significant about Sutton Coldfield and beyond?

Choices – I'm a Y6 'Get me out of here'. Where can I go next? How can I make a difference?

A local historical study – Sutton Coldfield over time linked to Henry VII, places and worship and why it is called the Royal Town.



Diversity – How has Sutton Coldfield changed over time?

Religion – what churches are there in Sutton Coldfield and how long have they been there?

PSHE

Rights and Respect

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.
- Know the legal age (and reason behind these) for having a social media account.
- Describe the different ways money can be saved, outlining the pros and cons of each method
- Explain what is meant by living in an environmentally sustainable way
- Suggest actions that could be taken to live in a more environmentally sustainable way
- Recognise reasons for rules and laws; consequences of not adhering to rules and laws

Being my Best

- Understand why people don't tell the truth and often post only the good bits about themselves, online
- Recognise that people's lives are much more balanced in real life, with positives and negatives
- Explore democracy in Britain
- Explain the benefits of giving and receiving constructive feedback and support.
- Explain how to overcome problems and challenges on the way to achieving goals.

- Give examples of an emotional risk and a physical risk.

Growing and Changing

- Give examples of a secret that should be shared with a trusted adult.
- Suggest ways in which a person can feel better about their body changing and see it in a positive way.
- Give examples of other ways in which the way a person feels about them self can be affected (e.g. images of celebrities).
- Explore transition to secondary school.



*Democracy -elections, Individual liberty – Human rights
Mutual respect – listening and respecting others in context.*

GEOGRAPHY

What is significant about Sutton Coldfield and beyond?

Choices – I'm a Y6 'Get me out of here'. Where can I go next? How can I make a difference?

Use Ordnance Survey maps to build their knowledge of the local area. 8 points of a compass, 6 – figure grid references, keys and symbols and fieldwork.



Diversity – change in businesses and different nationalities

Religion – Multi- Faith Centres



Broader understanding of the world – Comparisons between Sutton Coldfield and other areas of the city and the world

SCIENCE

Animals and humans

- The circulatory system.
- Measuring pulse rate investigation.

Evolution and inheritance

- Evolution - Darwin.
- Adaptation lead to evolution.

Living Things

- Introduction to reasons for classification.
- Identify living things using keys.

Electricity

- Compare and give reasons for variations in how components function, including the brightness of bulbs

Light

- Refraction
- Understanding how shadows are formed.

RSE

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it
- Identify the changes that happen through puberty to allow sexual reproduction to occur



Vocabulary - Scientific vocabulary



Mutual respect - in collaborative group work.

MFL

My area – Mi Barrio

- Learn new vocabulary for places, commercial shops, directions.
- Use descriptive language to describe and draw comparisons
- Give simple directions.
- Compare and contrast Spanish towns and cities with those in the UK.



Diversity - Intercultural understanding



Vocabulary - associated with places, directions and comparisons

MUSIC

Creative Composition and Y6 Production

How does music improve our world?

- Use body percussion, instruments and my voice with confidence in response to musical stimuli.
- Recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical element.
- Recognise the difference between major and minor tonalities.
- Sing a broad range of songs as part of a group or as a soloist.
- Play with accuracy as part of an ensemble, keeping a steady beat
- Improvise with increasing confidence, using my own voice, rhythms and different pitches.

Broader understanding of the world – listen and appraise music from across the world.



COMPUTING

We are Advertisers

- Select, use and combine a variety of software.
- Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights.
- Work collaboratively to edit the assembled content to make an effective advert.

We are Network Technicians- Exploring Computer Networks using the Internet

- Select, use and combine a variety of software.
- Understand computer networks including the internet; how they can provide multiple services.



Rule of Law – Knowing age restrictions
Individual liberty – Choice what to document

Cultural experiences – exposure to computer technology and new visit.



Vocabulary – related to computing and ICT.
Personal skills – problem solving, creation

DT

Design, make and evaluate a moving fairground ride (product) for younger children (user) for their teddy bears (purpose)

- Investigate and draw ideas.
- Investigate and learn how pulleys work.
- Represent and build a circuit with a motor.



Vocabulary – construction, levers, pulleys, motion, control, mechanisms
Personal Skills – collaboration with younger pupils



Sustainability – using sustainable materials

PE

Cricket

- Play in competitive games developing fluency in skills and techniques.
- Work in collaboration to apply defensive and attacking tactics.
- Compare team's performances.

Rounders

- Apply rounders rules consistently in conditioned games.
- Play small sided games using standard rounders pitch layout.
- Use a range of tactics for attacking and defending in the role of the bowler, batter and fielder.

OAA

- Use information given by others to complete tasks and work collaboratively.
- Undertake more complex tasks.
- Take responsibility for a role in a task.
- Use knowledge of PE and physical activities to suggest design ideas and amendments for games.

Athletics

- Apply strength and flexibility to a broad range of throwing, jumping and running activities.
- Recognise success and work in collaboration
- Record results accurately



Personal skills - Achieving goals

Mutual respect - working as a team, competitive play, sportspersonship.