

YEAR GROUP OVERVIEW

Year 6 – Summer 2

English - Reading

In reading lessons, pupils continue to develop their fluency knowledge and skills through a wide range of genres, including fiction, non-fiction and poetry.

Pupils also develop core reading skills through the range of texts they read:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Summary
- Authorial intent

This half term's texts is *Holes*; *Holes* by Louis Sachar is a young adult novel that follows Stanley Yelnats, a boy who is wrongly sent to a juvenile detention centre called Camp Green Lake. There, boys are forced to dig holes in the dry lakebed as punishment. Over time, Stanley realizes the digging is part of the warden's secret search for a hidden treasure. The story weaves together past and present, revealing how the history of Stanley's family and a legendary outlaw named Kissin' Kate Barlow connect to the mystery of the camp.

English - Writing

Pupils write texts using this half term's texts as a stimulus through our NELT Key Stage 2 Teaching and Learning Cycle. They will learn key grammar and punctuation knowledge within writing lessons which they will use within their writing.

Narrative: Children will write a missing chapter from the book *Holes* using expanded noun phrases, adverbs and prepositions to add detail to their writing.

Leaflet: In this writing cycle, children will analyse the organisational devices of a layout to ensure that they are able to present their information on Camp Green Lake appropriately.

Non-Chronological Report: Our final writing cycle of the year will be an in-depth focus into The Mayans, where children will use parenthesis and relative clauses to add detailed information to their writing.

Maths

In the unit of graphs and averages, pupils will learn to present and interpret information in different ways. Pupils will calculate the mean in different situations and

use the mean to find other information. They then move on to showing information on different types of graphs. They revise bar graphs, pictograms and tables, then spend several lessons drawing, reading and interpreting pie charts. Previous topics will also be revisited to ensure a smooth transition to Secondary School.

Science

Living Things and their Habitats: this unit allows children to revisit and deepen their understanding of key scientific enquiry types. It builds on knowledge from previous years about habitats, life cycles, and ecosystems. Children will begin by classifying living things into broad groups, such as micro-organisms, plants, and animals, using specific characteristics. They will explore how classification systems have evolved over time and use them to categorise unfamiliar organisms. Practical activities, like creating classification keys will allow students to apply these concepts. The unit then moves to focus on the different types of microorganisms and children will then carry out an investigation which specifically looks at how yeast is classed as a living thing and why.

History

An introduction to the ancient civilisation Mayans. The Maya people are remembered for amazing creations, like their spectacular buildings and beautiful objects. Maya society was very complex with hundreds of cities, commoners, a middle class, nobles and the king and his royal court. During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England. They also invented groundbreaking ideas which have helped shape the way we live our lives today. For example, it's thought that the Maya invented the idea of 'zero'.

Design & Technology

This unit takes a closer look at fabrics and their properties, including developing sewing skills. Children will design and create a drawstring bag using various textiles. This can be decorated as a leaver's keepsake.

Computing

Programming B - Sensing movement

This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth. Year 6 will also work on a transition unit this term: Using the micro:bit and Make Code environment. This transition project aims to support students moving from Key Stage 2

to Key Stage 3, facilitating a smooth progression between primary and secondary computing education.

Music

Children will listen and appraise Western Classical music. They will continue to embed the foundations of the interrelated dimensions of music using voices and instruments.

Modern Foreign Language (MFL)

This half term children will be finding out all about the weather and ice creams. The children will start by learning weather phrases, then describe the weather in different seasons, and use a map of Spain to give a weather forecast.

The children will move on to look at ice cream flavours and will describe and create their perfect ice cream.

Finally, in the final lesson for Summer 2, the children will have an opportunity to use their language detective skills to experience a lesson learning another language! In Stage 2 the children will try a lesson of French.

PSHE

In our final PSHE unit (Changing Me), children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. Children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

Religious Education (R.E.)

The focus on this half-term's R.E. unit is World View. In this unit children will understand the idea of God in the context of both global and local beliefs. Examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence.

Physical Education (P.E.)

Children will continue to attend swimming lessons.