

Year 6 Curriculum Overview Cycle B, Summer 2, 2023

| Reading | Writing | Maths | Science (continued from last half term) |
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| <p>Texts: Holes by Lois Sachar The Island by Armin Greder The water Tower by Gary Crew</p> <p>Key Learning: Produce a succinct summary, paraphrasing the main ideas from across the text or sources. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.</p> | <p>Text Drivers: Holes by Lois Sachar</p> <p>Key Learning: Use modal verbs or adverbs to indicate degrees of possibility In narratives, describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p> | <p>Key Learning: Consolidation of learning from throughout the year in topic based activities.</p> <p>Futures: We will be looking at annual wage, tax, hourly rates, bills, mortgages and how much paint and furnishings would cost in a house – solving problems linking to these.</p> <p>Tours: We will be solving problems using data linking to climate, airports, accommodation, budget and time.</p> | <p>Enquiry Question: Evolution and Natural Selection: How has our planet changed over time? How has this happened?</p> <p>Knowledge/understanding: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 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</p> <p>Skill(s)/process(es): Identify scientific evidence that has been used to support or refute ideas or arguments</p> |

| RE | PSHE | PE | Computing | MFL (French) | History |
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| <p>Concept: Pondering</p> <p>Key learning: This unit follows on from the study of Ramadan and Eid in Summer 1. In 'pondering time' (see below), children will direct their own enquiry and investigation into one of the following Dharmic festivals: Mahashivrati (Hinduism) Diwali (Hinduism) Wesak (Buddhism) Baisaki (Sikh)</p> | <p>Unit Name: RSE</p> <p>Key Learning: Discuss about transition and change, emotion around change and how we can deal with these. Describe how and why the body changes during puberty in preparation for reproduction Discuss puberty and reproduction with confidence Discuss different types of relationships with confidence, including friendships, family relationships, loving adult relationships and marriage Explain how babies are made including basic information on contraception Explain how babies develop in the womb Explain how babies are born Know the decisions that have to be made before having a baby Explore what a baby needs after birth Consider how sex is presented in the media Consider sexual stereotyping Be reassured that their changing emotions are a normal aspect of puberty</p> | <p>Unit Name: Swimming</p> <p>Swimming lessons at Fareham Leisure Centre, developing our water competency, stroke formation and our ability to stay safe within the water</p> | <p>Unit Name: Scratch</p> <p>Key Learning: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>Unit Name: Numbers to 100 and plurals</p> <p>Key Learning: Listening: Understand the main points and some of the detail from a short text.</p> <p>Grammar and speaking: Use a bilingual dictionary to look up new words.</p> <p>Language learning skills: Begin to read familiar words independently.</p> | <p>Unit Name: Islamic Civilisations</p> <p>Key Learning: When/where early Islamic civilization developed. Explain where/what the House of Wisdom was Discuss some areas of science and learning where the Islamic civilization was more advanced than here during that period and name some important Islamic scholars Understand the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by faith and a culture of openness to ideas new and old wherever they came from</p> |