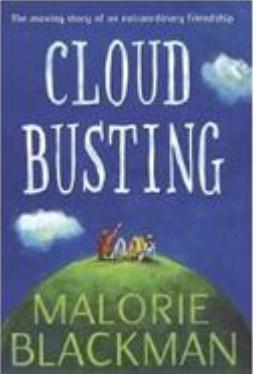





St. Andrew's CE (VA) Junior School




Year 6 Summer 2 Curriculum Overview

Key learning this half term

Literacy	Maths	Religious Education
<p>We will be reading <i>Cloud Busting</i> by Malorie Blackman. The book looks at themes of friendships and transition to a new school.</p> <p>In addition, we will use videos from Literacy shed as a stimulus for our narrative writing.</p>   <p>Our grammar focus will be on the correct punctuation for dialogue.</p>	<p>We will be working through the White Rose Maths Hub scheme of learning for the Summer term, which includes: geometry: properties of shape, statistics, problem solving and investigations.</p> <p>We will be continuing to complete a weekly arithmetic to consolidate our mental strategies and formal written methods for the four operations.</p> <p>In addition, we will use My Mini Maths as a daily recap of the main skills we have learnt this year.</p> <p>Useful websites:</p> <p>TT Rockstars – for times table practice My Mini Maths – for arithmetic practice</p>	<p>We will be asking the question Why do some people believe in God and some do not?</p> <p>We will discuss the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <ul style="list-style-type: none"> Identify and explain what religious and nonreligious people believe about God, saying where they get their ideas from <p>Understanding the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). <p>Making connections:</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <ul style="list-style-type: none"> Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not

		<ul style="list-style-type: none"> • Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.
--	--	---




We are also studying:

Science	Geography / History	PSHE	French	DT
<p>This term, we will consolidate our learning on evolution. We follow the journey of Charles Darwin to learn about evolution and look at other scientists who had similar ideas before Darwin.</p>  <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Humans, animals and plants have adapted to survive in their environments • Evolution is a process which happens through adaptations over 	<p>We will be learning about mountains and volcanoes. Using atlases, we will identify physical features of countries around the world including mountain range, volcanoes and earthquake zones. We will look at the UK and identify where there are mountains and why there are no active volcanoes or series earthquakes.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Tectonic plates determine where earthquakes occur • How mountains and volcanoes are formed • Volcanoes erupt when magma rises to the surface • How to use an atlas to locate areas of mountains, volcanoes and 	<p>We will be covering the topic 'Changing Me'. This looks at how children's lives will change over the next few years. We look at transition, puberty and new situations, challenges and opportunities the children may face. The school nurse, Sharon Mensah, will be in to deliver the puberty lessons. The children will be taught by staff from BHS on 4th June. NSPCC will be in school to deliver a workshop 10th June and Open Minds on 3rd July.</p> <p>PUPILS WILL LEARN:</p>	<p>There are opportunities for revision and consolidation of essential KS2 language, in addition to new topics and projects to explore, including holidays, clothes, going to a café and buying ice creams.</p> 	<p>We will continue with our learning about healthy meal options and good food hygiene.</p> <p>We will learn how to tie dye using a plain white t shirt.</p>  <p>In addition, we will make a drawing tool using a motor.</p>



St. Andrew's CE (VA) Junior School

Year 6 Summer 2 Curriculum Overview

<p>hundreds, thousands or even millions of years.</p> <p>Our new topic will be light. We build on the knowledge that children have from their learning in year 4.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects & then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the 	<p>earthquakes.</p>  <p>History</p> <p>Our new focus in History is Ancient Greece.</p> <p>We will study the Greek life and achievements as well as the Greek's influence on the Western world.</p> <p>We will look at Greek myths and stories and discuss what this tells us about the Greek way of life.</p> 	<ul style="list-style-type: none"> • How their body image fits into their own self image • How girls' and boys' bodies change in puberty • The importance of looking after our own physical and emotional well-being • Identify what is worrying me and what I am looking forward to about the transition to secondary school. 		 <p>PUPILS WILL LEARN TO:</p> <ul style="list-style-type: none"> • Design – how to research and develop design criteria to inform the design of functional and appealing products • Make – how to select from and use a wider range of materials and components • Evaluate – evaluate their own ideas and consider the views of others to improve their work
--	---	--	--	---

objects that cast them.				
PE	ICT	British Values	Christian Value	Key vocabulary
<p>We will be playing games of rounders and athletics.</p> <p>Each day, we will also complete the Daily Mile and track our progress over the half term to measure fitness and stamina.</p> <p>PE days: USA: Monday and Wednesday. INDIA: Monday and Wednesday</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Why we need to warm up and cool down. • Demonstrate quick reactions • Demonstrate co-ordination and balance • Identify speed and correct response to changing situations. • Identify strengths and 	<p>We will be learning how to become publishers.</p> <p>Pupils will be using skills from previous units.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>During whole school worship, we will be focusing on Democracy.</p> <p>We will be thinking about how to make fair decisions and how our country works as a democracy putting decisions to a vote. We will talk about how we can relate this to decisions made in school, for eg. School council.</p>	<p>We will be thinking about Creation through the writings of the Old Testament.</p> <p>Children will learn about creation stories, and also about what they can create in the world.</p>	<p>Your child will be learning these key words over the next half term:</p> <p>evolution adaptation natural selection inherited characteristics offspring inheritance variations habitat Longitude Latitude Democracy Civilisation Ancient Olympics Legacy Marathon</p>



St. Andrew's CE (VA) Junior School

Year 6 Summer 2 Curriculum Overview

areas to improve in performance.				
----------------------------------	--	--	--	--