



Teversham Church of England Primary School





Curriculum Plans Summer 2024 - Hawk Class Year 6








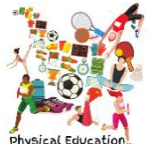


Enrichment: History Trip to Kensington Palace in London, Bottisham Sports Event, KS2 Summer Play, Year 6 Leavers events (BBQ, water-fight, Graduation)

Marble Treat: Golden time afternoon outdoors

Learning will include:

<p>English</p> 	<p>This term, children will read the book <i>Holes</i> by Louis Sachar as a platform upon which to base their extended writing. Children will hone their skills to write their own narrative, discussion and persuasive texts. We will also develop our reading skills using the book: summarising, predicting, clarifying vocabulary, inferring and questioning. Children will complete lots of extended writing pieces in other curriculum areas too. They will write explanation texts to explain how we see as well as biographies in History linking to their studies about Kings and Queens of England. Also, they will prepare for their KS2 Summer Performance by reading and performing play scripts.</p>
<p>Maths</p> 	<ul style="list-style-type: none"> • Consolidation of 4 operations, fractions and percentages in problem-solving contexts • Ratio and Proportion • Scale factors • Algebra • Volume of 3D shapes • Types of data including line graphs, bar charts and pie charts • Working systematically to solve mathematical problems
<p>Science</p> 	<p>First Half Term: Living Things and their Habitats Children will learn how to classify plants, animals and micro-organisms according to their observable characteristics. This will include working scientifically by creating classification keys as well as presenting their findings using the appropriate scientific knowledge. <i>(this builds on from learning about life cycles and food chains in Year 4 and Year 5)</i></p> <p>Second Half Term: Light Children will learn to recognise that light travels in straight lines. They will use this information to explain how light enables us to see objects around us; this will include looking at how the eye and the brain work together to help us see. Children will work scientifically by designing an experiment to track how shadows can be changed. This will include measuring accurately and presenting findings in a table and graph. <i>(this builds on from learning about shadows in Year 3)</i></p>
<p>Religious Education</p> 	<p>Big Questions in RE</p> <p>First Half Term: Christianity - Should believing in the resurrection change how Christians view life and death?</p> <p>Second Half Term: Christianity - How do the 'Heroes of Faith' encourage Christians today?</p>

<p>History</p> 	<p>In history, we will be learning about the changing power of monarchs. This will involve learning about the role and power of Kings and Queens of England. We will compare and contrast William the Conqueror, Henry VIII and Queen Victoria. We will be questioning how these monarchs compare with modern-day Kings and Queens. We will develop children’s knowledge of reading historical sources and questioning their reliability. We will also consider <i>who</i> and <i>where</i> the sources were created to help the children understand that when learning about the past, we must consider that people’s opinions can be influenced and changed depending on their social and economic situation.</p> <p><i>(This builds on children’s existing knowledge of chronology that they have built over their time at Teversham as well as importance of key historical individuals)</i></p>
<p>Geography</p> 	<p><u>Energy and Climate Change. How should we power the Earth in future?</u></p> <p>In this unit, children will explore what uses land can have. They will discuss solar power, wind power, and using land for food production such as farming. Children will compare maps now to maps in the past to see how land use has changed over time. They will consider reasons why certain areas of land are used for certain purpose. Children will begin to understand the current climate crisis including the following areas: what is affected, population growth, fossil fuels and renewable energies, human choices effecting the world, agriculture and farming, Greta Thunberg and sustainability.</p> <p><i>(Follows on from Year 3 unit on water resources and Year 4 units on the future of our cities and food)</i></p>
<p>Music</p> 	<p>The History of Classical music:</p> <p>This term the children will be finding out about how Classical music has changed and developed over the years. They'll start their journey right back in 1640 by learning a song written in Medieval times and follow through to the modern Classical music written nowadays. As they learn about the musical styles they will listen to a range of different music, play accompaniments, sing songs, identify instruments (or their modern-day relatives), create rhythm patterns and accompaniments, sing in parts and compose music inspired by the masters. Within this topic they’ll continue to develop skills on the keyboard as well as in reading musical notation.</p>
<p>Art and Design</p> 	<p>Sculpture:</p> <p>In Art, children will focus on refining their sculpting skills. Children will be introduced to the artwork of Salvador Dali who was known for his surrealist paintings. Children will be challenged to create a surrealist sculpture made from plasticine which has been inspired by Dali’s work.</p>
<p>Design and Technology</p> 	<p>Textiles: We never got round to this in the spring term so have carried this unit over into the summer term. Children will be designing and making a textile product. This process will include investigating the types of textiles that are on the market. Children will then practise their sewing skills to ensure that they can attach pieces of fabric together in different ways. Once children are confident doing this, they will design and make their own product. To complete this process, children will evaluate their final product against their intended design.</p> <p>Electrical: After learning about electricity in science, children will have gained enough knowledge to design and build a movable vehicle powered by electricity. This will involve using a motor to control speed and movement. They will use appropriate finishing techniques to create a quality product.</p> <p><i>(This builds on from children making coin purses in Year 4)</i></p>
<p>Computing</p> 	<p>Programming:</p> <p>Using Scratch, children will learn about variables and how these can be set and changed to create a game with a scoreboard. They will apply the ‘Use-Modify-Create’ model to design and evaluate their own projects.</p> <p>Data and Information:</p> <p>This unit will introduce children to spreadsheets. They will be supported to organise and format a set of data. They will learn how to apply formula to multiple cells and then use this skill to plan an event.</p> <p>Creating Media:</p> <p>Children will use a computer to design a 3D model. They will use the plan, develop, and evaluate sequence to ensure it meets the design brief.</p>
<p>Physical Education</p>	<p>Games: Children will develop skills of running, jumping, throwing and catching through games of netball. They will also refine their striking and fielding skills in games of cricket and rounders. They will develop understanding of tactical play by communicating with team mates.</p>

 <p>Physical Education</p>	<p>Athletics: Children will be learning various athletics skills. This will include developing their long-distance and short-distance running. They will also develop technique for throwing and jumping (including technique for triple jump). They'll compare their performances and demonstrate improvement to achieve their personal best. We aim to use iPads in these lessons so that children can record themselves in each event and know where to refine their techniques.</p>
<p>French</p> 	<p>This term we will look at forms of transport. We will use these to describe how and where to go somewhere. We will also look at using the future tense to make future holiday plans and plans for a trip. We will look at authentic famous French Literature works and consolidate our learning with Le Petit Prince and discuss our future plans - Que feras tu dans l'avenir?</p>
<p>PSHE</p> 	<p>Managing Change Children will think about what positive and negative changes might people experience. They will learn to manage the changing influences and pressures on friendships and relationships. We'll learn what different strategies people use to manage their feelings. Children will share positive and negative changes they've experienced. In particular we'll discuss what strategies will help them to thrive at secondary school. We'll especially talk about how change isn't always a bad thing.</p> <p>Personal Safety: Children will think about how taking risks could affect their mental health and their safety. Children will learn how to take responsibility for their own and others' safety in different situations. They will discuss how to seek help in both emergency and non-emergency situations. This follows on from their learning in the Bikeability programme and water safety from swimming lessons in Year 5.</p> <p>Sex and Relationships Education: Children should be able to describe some emotions associated with the onset of puberty and have strategies to deal with these. They'll understand that puberty affects people differently, both physically and emotionally. They should be able to describe some characteristics of a loving and trusting relationship. Show awareness of some family arrangements which are different from theirs. They will also learn how babies are made at a level appropriate to their age. Both boys and girls will have the opportunity to ask questions.</p>

Whole School Collective Worship Themes for Summer Term 2025



For the first half term, we will focus on the values of **hope and aspiration**. We will explore the hope that Jesus offers and how each of us can be hope carriers for one another. We will consider our aspirations for ourselves and for the wider world, thinking about a hopeful future for our planet. We aim to help children understand how they can play their part in creating a more sustainable environment and a better society. We want them to feel empowered to bring about positive change and to understand that that just because an action is small it doesn't mean that it isn't worthwhile.

In the second half of the term we will explore the value of **courage**. We will think about stepping outside of our comfort zones and overcoming fears, trusting that God is alongside us. We will learn stories from the bible in which people showed courage and did the right thing, not the easy thing- thinking about how we can do the same.

Joshua 1:9: Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go."

We continue to be very grateful for our local clergy and ministers who lead our worship each Wednesday.

We love because He first loved us. 1 John 4:19

