



LAWFORD C of E Primary Year 6 CURRICULUM OVERVIEW Summer term



Concepts: Care, Change, conflict, fairness, Identity, power

ENGLISH

Reading (Whole Class)

We will be reading 'The Philosopher's Stone' as our whole class text in which each child will be able to borrow their own copy of We will use this to support a range of reading and writing opportunities.

The children will also practice specific reading skills on a rotation 4 x a week using a range of shorter fiction and nonfiction texts/ extracts. We will be focussing on:

Vocabulary choices and word meanings from the context of the text

Inference

Retrieval and explanation

Sequencing

Summarising

Prediction

As the term progresses, there will be more of an emphasis of time management of tasks and exam technique.

Spelling

We will be focussing on the statutory year 5/ 6 spelling list and the following spelling rules/ patterns

- Ent, ant, ency, ancy
- Revision of tricky Homophones

- ie and ei spelling rules

Grammar sessions

We will be spending time consolidating the Key stage 2 curriculum this term using a range of different strategies such as making games, online resources, interactive activities and revision mats. The CGP revision books will support home learning.

There will be short daily grammar revision sessions

Writing – We will be linking and making connections with the year 6 concepts of change, conflict, care, power, fairness and identity into the texts used.

We will be looking a range of different fiction and nonfiction text as models for the children’s own writing.

We will be introducing the children to Shakespeare by looking at the story in a suitable age – appropriate way, the play of Macbeth. We will incorporate a range of different writing genres into this unit including translation into modern day English, letters, diary entries character description and play writing. We will be incorporating, drama role play, hot seating, role on the wall type activities into this unit.

During the term we will spend time reading and using sections of the Philosopher’s Stone by JK Rowling. This will include scene setting, writing stories with flash backs, descriptions of scenes designing our wands and potions.

We will be developing the following writing devices:

To use a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis

To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa.

To know the different between structures typical of informal speech and structures appropriate for formal speech and writing.

Look at the structures of play writing

Letters from different character’s perspectives

Diaries to show character development

Write our own portal stories

Use dialogue to move the action on in a narrative

Develop our use of imagery through poetic devices

Learn a piece of poetry off by heart for a performance

To use hyphens to avoid ambiguity.

To investigate connecting words and phrases

To form complex sentences

	<p>To be able to identify and write sentences using subordinating connectives and their use within sentences To identify and use relative clauses more consistently in independent writing Identify the active and passive voice in a text</p>
<p>MATHEMATICS</p>	<p>Daily quick maths will be focussed and speed and quick recall of mental strategies involving the 4 rules and revision of shape and measures work. There is an expectation that children will also work on weekly set target in TTRS. The first half term will be focussing on revision and working through reasoning problems.</p> <p>We will be looking at the following areas in more depth at the start of term: Translation and reflection of shapes in four quadrants Interpreting different types of graphs including dual data and pie charts. Revision of fractions, decimals and percentages Geometry work identifying the properties of 2d and 3d shapes</p> <p>Summer term 2 There will be several more opened ended maths projects involving setting up a business and looking at profit and loss.</p>
<p>RELIGIOUS EDUCATION (RE)</p>	<p>Creation or science: conflicting or complementary? (Theology) Core Knowledge: creationism/ intelligent design, Darwinism. Big Bang, theory of evolution, Dawkins – atheist, Agnosticism, Theistic evolution The children will explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p>Explain how events in history and society have influenced some religious and non-religious worldviews.</p> <p>Explain connections different beliefs being studied and link them to sources of authority using theological terms Direct links will be made to the spring science unit on Evolution</p> <p>Hinduism How do beliefs shape identity for Hindus Social sciences</p>

	<ul style="list-style-type: none"> ➤ The importance of families as part of the Hindu faith and practices ➤ How Hindus prepare to pray and worship and how there is a cross over between religion and belief ➤ What festivals are integral to the Hindu faith? Why is this? ➤ How is this passed down to younger generations?
SCIENCE	<p>Humans and animals</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>The children will throughout this unit will be reporting and presenting findings from enquiries, including conclusions. They will be identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
COMPUTING	<p>Spreadsheets</p> <p>In this unit children learn how to enter formulae into a spreadsheet to perform calculations on inputted data.</p> <p>Children will: use a spreadsheet to carry out calculations; use the SUM and other functions; know that spreadsheets can be used for mathematical calculations and that recalculations with different values can be done quickly; change some of the data and discuss effects on results.</p> <p>Children will explore mathematical problems and learn how formulae results update automatically when values in a spreadsheet change.</p>

HISTORY/GEOGRAPHY	<p>Enquiry question: What can the story of Manningtree and Lawford tell us about how industrial and social changes affected rural communities? This will be a humanities topic looking at the development of Manningtree.</p> <ul style="list-style-type: none"> ➤ Manningtree and Lawford were significantly shaped by industrial changes such as malting, shipbuilding, gasworks, and railway expansion. ➤ Social unrest, such as the 1816 Lawford Riot, reflected tensions caused by technological change and poverty. <p>We will consider how land use has changed by comparing digital maps of the local area over the past 300 years</p> <p>Key concepts covered: change, conflict, fairness, power Change - I How has Manningtree changed over time – what has effected this change? Conflict – Identity – What characteristics of Manningtree have stayed the same and which have developed? Power – Who had power in Manningtree over time. Were there historically positions of power within the community?</p>	
ART/DESIGN	<p>Set design models We will be creating our own set design based on a specific scene in Harry Potter and the Philosopher’s Stone. This will involve scaling and creating 3d sets using the skills of perspective we looked at in the autumn term We will firstly look at the work of Rae Smith, who created the set design for War Horse.</p>	
TECHNOLOGY/ Food tech	<p>Food technology</p> <p>This will be linked to our work on balanced diets. The children will look at understanding and applying the principles of a healthy and varied diet. The children will prepare and design a recipe for Soup using a range of cutting skills. Through this project the children will have a better understanding of seasonality of produce and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Using cams to create a moving toy</p> <p>Use cams to change a rotation into a push/pull movement Start with existing designs and invent improved ones</p>

PSHE	<p>We will be discussing the danger of smoking and the laws around this and drinking alcohol. We will be looking at what the law says about drugs and what constitutes as a drug including medicines.</p> <p>Transition onto secondary school will be a very important part of our PSHE curriculum as we make sure the children have the opportunity to research and ask questions and experiences their new schools.</p>
HRSE	<p>Puberty and Reproduction (Recap from Spring 2)</p> <p>Children will describe how and why body changes during puberty in preparation for reproduction. Know a variety of ways in which the sperm can fertilise the egg to create a baby; They will begin to talk about puberty and reproduction with confidence.</p> <p>Conception and Pregnancy (Flour babies project)</p> <p>Children will learn about the process of conception and pregnancy. They will consider the decisions that have to be made before having a baby.</p> <p>Know the legal age of consent and what it means.</p>
PHYSICAL EDUCATION (PE)	<p>Outdoor</p> <p>Cricket – fielding and batting skills</p> <p>Athletics</p>
FRENCH	<p>We will be looking at different forms of transport and how to travel to different places.</p>
MUSIC	<p>We will be continuing to look at music notation and create a sound scape based on Zans Zimmer’s Earth Music piece</p> <p>In summer term 2, we will be focusing on our class production</p>
<p>Events/visits/visitors:</p> <p>Harry Potter Studio workshop and visit</p> <p>Manningtree local walk</p> <p>2 Johns: Cyber security workshop</p> <p>Flour baby week</p> <p>Junior Enterprise – setting up a business</p> <p>My Blue Pass sailing day</p>	

