

**Persuasive brochure** – linked to our Residential

**Narrative** – The Alchemist’s Letter

**A Poet Study** – Benjamin Zephaniah

**Grammar:** coordinating and subordinating conjunctions, main clauses and subordinate clauses, word classes, verb tenses.

**Reading spine:** The House with Chicken Legs

## English

### Light

Understand that light appears to travel in straight lines.  
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

### Electricity

Interpret more complex circuit diagrams including parallel circuits Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  
Use recognised symbols when representing a simple circuit in a diagram.

## Science

### Revision of key objectives

Selected from across the Year 6 curriculum.

#### Geometry

Draw and reflect shapes.  
Coordinates in all four quadrants.  
Find unknown angles in quadrilaterals and polygons.

#### Statistics

Interpret and construct pie charts and line graphs and use these to solve problems  
Calculate and interpret the mean as an average  
**Multiplication, Division, Addition and Subtraction**  
Multiply 4-digit numbers by 2 digit numbers using formal methods.  
Divide numbers up to 4 digits using formal methods (including decimals), interpreting remainders to suit different contexts.  
Solve multi-step problems using addition, subtraction, multiplication and division, choosing the correct operation and using estimation to determine accuracy within the context of the problem.

#### Fractions

Divide proper fractions by whole numbers  
Compare and order fractions

## Mathematics

### RE

Being curious and valuing knowledge  
Being reflective and self-critical

### PSHE

- Transitions to secondary school
  - Importance of budgeting
  - Taking care of our mental health
- Changing Me:
- Relationships and sex education.
  - Romantic relationships and attraction
  - Changes within us.
  - Changes during puberty
  - Conception, pregnancy and birth (Further details to be given through letter home.)

## RE & PSHE

## Year 6 Summer 2023-2024

**Title: The Maya**

Question: What was life like for the Mayan civilisation?



*Achieving  
Excellence  
Inspiring  
Dreams*

## Music

To take part in the Year 6 performance with confidence, expression and control  
To further develop excellent singing technique: good posture and breathing, clear diction, tuning, expressive dynamics and an awareness of other performers.

## Modern Foreign Languages

### French:

Sport and leisure activities.  
Learn how regular -er verbs are conjugated.  
Say likes and dislikes.

## Computing

### Understanding Big Data

Look at what Big Data is and the impact of privacy and security of data.

### Analyse and interpret data using spreadsheets

Create spreadsheets that are fit for purpose and support the user in finding the answer.

### Project Evolve

Online bullying  
Copyright and ownership

## Geography

### Location knowledge

Locate continents of the world and the countries of Central America using atlases. Make notes on bordering countries, surrounding oceans, mountain ranges, deserts, urban areas etc. Draw an outline of Mexico labelling these features. Create a 3D map and a key.

### Human and physical geography

Study the Chihuahuan Desert, refer to information from the biome maps and identify animals, plant species and the people who live there.

### Enquiry question: Should all cafes offer Fair Trade?

Visit food establishments in Cotteridge and identify which offer Fair Trade Products. Identify the positives and negatives of selling Fair Trade Products.

## History

### Daily Life

Know who the Mayans were, where and when they lived. Know when the Mayan Empire ended and that this is related to the Spanish Conquistadores.

Know that the Mayans had a sophisticated writing system

### Beliefs

Know understand that Mayans believed in many gods and that priests helped them communicate with the gods. Know that sometimes there were human sacrifices to the gods.

### Rulers

Know that the Mayans lived in many city-states and these were ruled by kings and queens. Know that Mayans believed the kings were chosen by gods.

### Significant People and Main Events

Know about the significance of Mayan civilisation: writing, astronomy, calendar and team sports.

### Mayan masks

Sketch ideas.  
Design and make a clay mask.

### Gears and pulleys

## Physical Education

### Tennis

Hit a ball into space consistently where aiming  
Apply control and decision making of a shot when returning a ball

Use a range of different shots  
e.g. forehand/backhand/overhead with confidence

### Cricket

Strike a bowled ball consistently in different positions  
Demonstrate control and consistency in fielding skills  
Work collaboratively with others to restrict runs

### Athletics

Use and sustain pace over longer distances for different running events

Choose an appropriate run up distance and jump for maximum distance

Demonstrate effective technique to throw for maximum distance

## Art & DT