Berkswell Church of England Primary School Curriculum Overview
Year 6 Summer Term – Secrets of the Amazon

English

T4W – Extended Narrative
Focus: Extended story writing using Journey to the River Sea as a stimulus.

Writing End Points:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

T4W – Non-fiction – Information Text
Focus: Tribes on the Amazon

Writing End Points:
- noting and developing initial ideas, drawing on reading and research where necessary
- using further organisational and presentational devices to structure text and to guide the reader

Draft and write by:
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors

Handwriting
- **Speed and Fluency:** Writing legibly and with increasing speed to ensure composition is not hindered.
- **Joining Choices:** Using diagonal and horizontal strokes to join letters efficiently, while recognising when letters are best left un-joined.
- **Consistency:** Maintaining consistent size and spacing, including keeping ascenders and descenders consistent.
- **Presentation:** Using different styles - such as joined cursive for essays or un-joined for labelling - to communicate meaning clearly.
- **Posture:** Maintaining a correct posture and seating position to support comfortable, long-form writing.

Phonics and Spelling:
- **Prefixes and Suffixes:** Understanding how these change word meaning, including rules for adding them.
- **Silent Letters:** Learning to spell words containing silent letters
- **Homophones and Near-Homophones:** Correct usage of tricky words.
- **Word Endings:** Special focus on -cial/-tial and -ce/-cy/-se/-sy.
- **Word Families**: Identifying and using related words to understand spelling patterns.
- **Hyphens:** Using hyphens to join prefixes to root words, especially when the prefix ends in a vowel
- **Vocabulary Mastery:** Demonstrating accuracy with the statutory Year 5 and 6 word list
- **Dictionary Usage:** Confidently using dictionaries and thesauruses to verify spelling and explore word meanings.

Spelling Shed Objectives:
- Adjectives used to describe settings
- Adjectives used to describe feelings
- Adjectives to describe characters
- Grammar Vocabulary 1
- Grammar Vocabulary 2
- Adverbs synonymous with determination
- Mathematical Vocabulary

Punctuation
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses

Sentence Construction:
- recognising vocabulary and structures that are appropriate for formal speech and writing
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that

Additionally, each class studies a class book during BREAK (Berkswell Reads for Enjoyment and Knowledge) sessions. This term, children in Year 6 will be reading **'Journey to the River Sea' by Eva Ibbotson.**

Maths

Number and place value

- Solve reasoning problems involving place value.
- Apply rounding to estimate solutions.
- Use negative numbers in real-life contexts.
- Solve multi-step number problems.
- Select efficient strategies for solving place value problems.

Addition, subtraction, multiplication and division

- Solve multi-step addition and subtraction problems.
- Solve multi-step multiplication and division problems.
- Choose appropriate methods independently.
- Use estimation to determine levels of accuracy.
- Solve reasoning and investigation problems.
- Explain and justify calculation choices.
- Apply all four operations in complex contexts.

Statistics

- Interpret the mean in context.
- Solve problems using pie charts and line graphs.
- Compare data sets.
- Draw conclusions from data.
- Use statistics to solve real-life investigations.

Algebra

- Find pairs of numbers satisfying equations with two unknowns.
- Solve algebraic reasoning problems.
- Explain patterns and relationships.
- Apply algebra to problem-solving contexts.

Ratio and Proportion

- Solve ratio and proportion problems.
- Solve problems involving unequal sharing.
- Use fractions and multiples to solve proportion problems.
- Solve problems involving scale factors.
- Apply proportional reasoning in real-life contexts.

Fractions Decimals and Percentages

- Simplify answers to multiplication calculations.
- Solve reasoning problems involving fractions.
- Apply fractions in practical contexts.
- Solve multi-step fraction problems.
- Round decimals to specified degrees of accuracy.
- Solve decimal calculations in context.
- Use decimal notation in measures.
- Apply decimals in money problems.
- Solve multi-step decimal problems.
- Use percentages to compare quantities.
- Solve percentage increase and decrease problems.
- Apply percentages in real-life contexts.
- Solve multi-step percentage problems.
- Explain links between fractions, decimals and percentages.

Measures

- Solve multi-step conversion problems.
- Apply conversions in practical contexts.
- Select appropriate units independently.
- Use measure conversions in investigations.
- Solve area and perimeter problems.
- Investigate relationships between area and perimeter.
- Apply area calculations in real-life contexts.
- Solve volume problems involving different units.
- Apply volume calculations in practical contexts.
- Choose appropriate units for volume efficiently.

Geometry

- Understand relationships within circles.
- Calculate missing angles in complex diagrams.
- Solve reasoning problems involving shape and angle.
- Describe transformations using mathematical vocabulary.
- Solve coordinate and transformation problems.
- Explain the effects of transformations on shapes.

Science

Unit 2 – Classification

Pupils build on their knowledge of classification from previous years and look at the classification of invertebratesand microorganisms in more detail and playing games to help them learn about microorganisms and classes of invertebrates. They study yeast, observing its growth, using it to make bread.

Key Concepts

1. Living organisms can be grouped and classified according to their characteristics
2. Individual microorganisms are living and cannot be seen with the naked eye
3. Microorganisms feed on waste products. Some are useful, some are harmful.
4. Microorganisms cause decay which is essential for natural recycling.
5. Microorganisms can grow and reproduce very rapidly.

Developing scientific thinking

This unit supports the following elements in particular:

- planning different types of scientific enquiries to answer questions
- using classification keys
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanationsof and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Unit 4 – Evolution

Pupils learn about the life and work of Charles Darwin and what is meant by the terms evolution and survival of the fittest. They learn how animals and plants are adapted to their environment. They investigate camouflage and find out how humans evolved. They carry out a simple experiment to model evolution and selective breeding.

Key Concepts

1. If animals can produce young the species will survive.
2. Animals are adapted to survive and produce offspring.
3. Variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change.

Developing scientific thinking

This unit supports the following elements in particular:

- identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

Being safe in a digital world

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Spreadsheets

This unit introduces children to spreadsheets using the Desktop version of Microsoft Excel. Children will explore how to create spreadsheets and use their functionality to support real-world decision-making and problem-solving.

3D Modelling

This unit explores 3D Modelling design using the CAD software, 2Design and Make, on Purple Mash. It guides children to create, refine and evaluate models with creativity and purpose.

Blogging

This unit allows children to explore blogs and their features, including how they can be used to engage an audience effectively. Children will plan and create their own blog post as well as commenting on other's blog posts.

Geography

South America and the Rainforests

Place Knowledge

- Similarities and differences of a region in South America

Locational Knowledge

- Locating countries/cities in South America
- Identify physical and human features of South America.

Key Objectives

- To use atlases and globes, and maps and plans at a range of scales.
- To use secondary sources of information, including aerial photographs.
- To describe where places are, for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are.
- To explain why places are like they are, for example, in terms of weather conditions, local resources, historical development.
- To identify how and why places change, for example, through deforestation, conservation projects, and how they may change in the future, for example, through an influx of tourists.

Music

Music and Me

This unit focuses on inspirational women working in music. Pupils will explore the concept of 'identity' – the variouselements that shape us. The unit starts with gender, with reference to social and cultural differences.

Reflect, Rewind and Replay

This unit includes new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisationresources, and a new compose tool.

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw
is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

1. **Relationships**
   This puzzle has a wide focus, looking at diverse topics such as families, friendships, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes.
2. **Changing me**
   This puzzle deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

Physical Education

Athletics

- Select an appropriate pace for a race, over different distances, including passing a baton correctly
- Throw a javelin with height and distance
- Perform different jumps, including triple jump and standing long jump
- Run and jump over hurdles with some speed and control

Rounders

- Throw and catch making the correct tactical decisions
- Use a variety of bowling techniques
- Use learnt techniques and apply in a game situation

Tag Rugby

- Tag a player whilst moving
- Dodge around a defender at speed, avoiding being tagged
- Work together in a team to score a try
- Discuss tactics of attacking and defending

Outdoor Adventure

- Know some of the map symbols used in orienteering
- Follow directions given using 8 compass points
- Read 4-gure grid references
- Communicate, collaborate and listen to my peers to achieve a task

Art

Jungle Rousseau

Children will study and respond to the work of Henri Rousseau and GeorgiaO'Keefe.

Design Technology

Mechanical Systems – Controllable Vehicles with pulleys.

Religious Education

What do organised worldviews have to tell us about what truth is and where it might be found?

- To know what the term truth might mean and how this term has been understood at different stages of history.
- To realise different worldviews may have different beliefs about what truth is.
- To know what truth might mean to non-religious people and where they might get ideas about truth from e.g. science and logic.
- To know what truth might mean for those with Christian worldviews, including the Bible and the concept of Jesus as 'the way, the truth and the life'.
- To know what truth might mean within the Sanatan Dharma tradition, using visual images such as the banyan tree and paths up the mountain to explain it.
- To know what truth might mean in Islamic worldviews, including sources of truth like the Qur'an, Sunnah and Hadith.

How can following God bring freedom and justice? (People of God)

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring,
- Pupils know the Old Testament pieces together the story of the People of God.
- Pupils know the story of Moses and the Exodus show how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Pupils know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.

French

Children will explore the theme of:

- **Our Precious Planet**
- Environmental challenges in the Local Area
- Sustainability – how this can be done
- Produce a short presentation of how to improve sustainability in the local area
- Conjugation of high frequency verbs – avoir, etre, aller

Pupils will reinforce and revise their skills in listening, speaking, reading (including phonics), writing and grammar