



Corbridge Middle School

Y6 Curriculum Overviews – Summer Term 2018

English:

Pupils will have the opportunity to develop the following skills:

- Read whole novels which are structured in different ways and are of different genres
- Check understanding of texts through discussion and exploration of the meaning of words in context
- Identify and discuss themes and conventions in and across a wide range of writing
- Ask questions to improve understanding of a text
- Increase familiarity with a wide range of books and books from other cultures and traditions
- Make predictions what might happen from details stated and implied
- Challenge the views of others courteously
- Use a dictionary and a thesaurus efficiently
- Understand how words can be built from root words
- Review their writing, identify strengths and areas for development for future writing
- Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing

Texts - Scarper Jack by Christopher Russell or Street Child by Berlie Doherty. A

variety of fiction and non-fiction, prose and poetry, focus on writing opportunities.

Reading:

Flannen Isle W.W. Gibson

It Ain't what you do, it's what it does to you Simon Armitage

Extracts from **Boy** Roald Dahl

Non-fiction texts—range of texts

Writing:

Informal Recount—arriving on Flannen Isle

Superintendent's formal report

Newspaper report

Own poem, focus on punctuation

Scarper Jack coroner's report - range of voices

<ul style="list-style-type: none"> • Assess the effectiveness of their writing against the context and purpose • Use what they have read, seen and listened to when considering what to write • Identify the audience and purpose of different writing • Write longer passages • Structure and organise writing in a variety of ways 	<p>Brazil persuasive leaflet—informal/formal language</p> <p>Writing an explanation text / instructional text</p> <p><u>Vocabulary and Grammar</u> – revision of all aspects of grammar from KS2 curriculum</p>
<p><u>Maths:</u></p>	<p><u>Geometry- Properties of Shapes</u></p> <ul style="list-style-type: none"> • Draw 2D shapes using given dimensions and angles • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <p><u>Geometry-Position and Direction</u></p> <ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • <p><u>Time</u></p> <ul style="list-style-type: none"> • Problem solving and consolidation. <p>Revision of all aspects from KS2 curriculum.</p>
<p><u>Science</u></p> <p>Continue building on the Year 5 Working Scientifically skills and include:</p> <ul style="list-style-type: none"> ▪ Ask questions and develop lines of enquiry based on 	<p><u>Evolution and Inheritance (Fossil Record)</u></p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

<p>observations.</p> <ul style="list-style-type: none"> ▪ Make predictions using scientific knowledge and understanding. ▪ Plan and design investigations and experiments to make observations and test predictions. ▪ Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. ▪ Select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely. ▪ Make and record observations and measurements using a range of methods for different investigations. ▪ Evaluate the reliability of methods and suggest possible improvements. ▪ Present observations and data using appropriate methods, including tables and graphs. 	<p><u>Evolution and Inheritance (Adaptation and Evolution)</u></p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Undertake an investigation on chemistry in preparation for KS3 e.g., candles, beakers and burn time.
<p><u>Art</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> • Draw from secondary sources • Apply appropriate and relevant elements • Build up skills using different media • Gain confidence in drawing and practical 	<p><u>Aboriginal Art</u> – Pupils will focus on the following questions:</p> <ul style="list-style-type: none"> • What is Aboriginal Art? • Who are the Aboriginals and where do they live? • What stories can you tell from your art using Colour, Pattern and Symbols? • What is a symbol? • A picture tells 1000 words. What does yours say? • What is a boomerang and the history behind it? <p>They will then use gathered research to design Aboriginal-inspired artwork.</p>
<p><u>Design Technology</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> • Develop design skills 	<p><u>Designing Packaging</u> – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • research into a theme • use technology to gather research

- Recognise and apply safe working practices
- Identify and recognise tools and equipment used and their purpose
- Develop practical knowledge and skills
- Measure, cut and shape wood accurately

- learn about packaging - developments and net shapes
- increase safety awareness when using tools and equipment

Computing Technology:

Selling Stereotypes

Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.

Modelling - Spreadsheets

Key Idea: that patterns and relationships in a spreadsheet model can be identified more easily when presented as a graph or chart

Key Idea: that predictions can be tested using a spreadsheet model

Digital Literacy – pupils will have the opportunity to:

- develop self-awareness by reflecting critically on their behaviour and its impact on others
- develop an awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.

Information Technology – pupils will have the opportunity to:

- know how to describe features of a spreadsheet - What the terms: cell, value, label and formula mean. Shopping list for Hogwalk’s School.
- learn about Hogwalk’s Houses – learn how to SHOW formulas on a spreadsheet, create an ADVANCED formula to perform calculations, use correct vocabulary to explain what and how formulas work
- concoct Spells - printout of spreadsheet - use a spreadsheet to model different scenarios, understand why modelling is a useful activity,
- set up a stationery shop – Task sheet with hand written plan
- carry out Hogwalks Tests - Understand why all charts should have titles and label axis, identify *why* it is essential to highlight the whole table when sorting data,
- evaluate their skills

<p><u>Food Science:</u></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of their beanie buddy • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate their ideas and products against their own design criteria 	<p><u>Textiles- Beanie Buddy project</u> – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • learn how to work safely with textiles equipment • use textile equipment such as the iron and sewing machine • design and make a beanie buddy • evaluate completed product
<p><u>French</u></p> <p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • recognise familiar words and phrases in a spoken story or poem which contains some unfamiliar language • say sentences from memory so that others understand • prepare and perform a short talk or role play on a familiar subject ie. weather forecast • follow and understand a short written text, reading and listening at the same time • use knowledge of phonics to help spell familiar words 	<p><u>Weather and Location</u> – pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> • the weather, understand the terms and give a simple weather forecast • the geography of France and the French speaking countries • the countries in French <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • quand/si • <i>Il fait/Il ya a</i> • Simple connectives to link and extend sentences • en/au/aux + country • Relative pronoun ‘qui’
<p><u>Humanities (History)</u></p> <p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ▪ explain how and why it is possible to have different interpretations of the same event. ▪ comment with confidence on the value of a range of different types of sources for enquiries. 	<p><u>Alexander the Great</u></p> <ul style="list-style-type: none"> • This unit centres on the person of Alexander the Great. Children will develop some knowledge of the events of Alexander the Great’s life, deploying and justifying various definitions of the terms “great” and “greatness” in the context of his achievements. While the landmark events of his life are an essential component of the unit, the main focus is the study of two deliberately contrasting historical interpretations of

<ul style="list-style-type: none"> ▪ make appropriate use of dates and terms. ▪ beginning to select and organise information to produce structured work. 	<p>Alexander, that of a film maker and an historian. Children will analyse contrasting interpretations of Alexander taking into account their purpose and audience; they will finish this unit, producing a structured account, explaining why filmmakers and historians say different things about Alexander?</p>
<p><u>Humanities (Geography)</u></p> <p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ▪ locate places studied in relation to the tropics, climate, seasons and vegetation. ▪ understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. ▪ understand how food production is influenced by climate. ▪ understand where our energy and natural resources come from. ▪ begin to explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. 	<p><u>Climate Change & Sustainability</u></p> <ul style="list-style-type: none"> • This unit of work aims to develop children’s knowledge and understanding of climate change and sustainability. This unit focuses upon the greenhouse effect and the ways in which human activity can affect the lives of others due to processes responsible increasing the rate of global warming. • Children will also look at the carbon footprint model; contextualised by studying the journey of a chocolate bar. • The final aspect of the work is a small group project which looks at practical ways of reducing our own carbon footprint with a focus on supporting and adopting the three R’s in our lifestyle: reducing, re-using and recycling. An individual assessment task aims to consolidate children’s learning and a final sharing and reflecting activity.
<p><u>Music</u></p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> ● To perform in a group keeping my own part going ● To perform from simple notation ● To work out simple tunes by ear ● To improvise rhythms and melodies as part of a group ● To perform with a sense of accuracy using musical elements 	<p><u>Revision of Notation Skills</u></p> <p>Year 6 will focus on revising and developing their note reading skills during the first half term. Here, students will explore reading different pitches from notation individually as well as in groups and be able to perform in a group setting of a piece they have planned together.</p> <p><u>Listening Skills (BBC 10 pieces)</u></p> <p>Students will strengthen listening skills and evaluating techniques in relation to</p>

<p><u>Composing:</u></p> <ul style="list-style-type: none"> • To improvise simple ostinato patterns and play whilst others play their own • To compose and confidently explain the process used as well as links to musical elements <p><u>Listening & Appraising:</u></p> <ul style="list-style-type: none"> • Listen to music and answers questions about it • To describe, compare and evaluate music using the correct vocabulary • To describe how different effects in music are achieved • To confidently talk about music from a range of contexts using the musical elements accurately 	<p>a variety of tasks linked to the BBC 10 pieces</p>
<p><u>PE:</u> Pupils will have the opportunity to take part in the following activities:</p> <ul style="list-style-type: none"> • Tennis 	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • demonstrate an underarm serve. • play a forehand shot. • perform a rally with a partner. • return a ball that is bounced to them.
<ul style="list-style-type: none"> • Athletics 	<ul style="list-style-type: none"> • use their arms and legs to help gain height in jumping events. • carry out simple throwing techniques from a standing position. • demonstrate basic sprinting technique. • pass and receive a relay baton with accuracy.
<ul style="list-style-type: none"> • Cricket 	<ul style="list-style-type: none"> • throw and catch a ball that is not straight to them over 8m. • demonstrate an overarm bowl sometimes with a straight arm. • hit a ball that is bowled to them. • demonstrate batting, bowling, throwing and catching with control.

<ul style="list-style-type: none"> Rounders 	<ul style="list-style-type: none"> explain basic tactics of the game. bowl with a stepping action, with few no balls. throw underarm and over arm at different speeds and are more successful while attempting to catch the ball when it is thrown to them. hit the ball in a game setting.
<p><u>PSHE:</u></p> <p><i>The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.</i></p>	<p><u>Relationships</u> – pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> identifying the most significant people in their life so far some of the feelings we can have when someone dies or leaves different stages of grief and that there are different types of loss that can cause people to grieve recognising when others are trying to gain power or control how technology can be used to try to gain power and control and strategies to prevent this from happening <p><u>Changing Me</u> – pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> their own self-image and how their body image fits into that the importance of looking after themselves both physically and emotionally how being physically attracted to someone changes the nature of the relationship what they are looking forward to and what worries them about Y7
<p><u>RE</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> Describe the impact of beliefs and practices on individuals, groups and communities Ask relevant questions and comment on issues raised in response to learning. 	<p><u>Judaism</u> – students will be able to:</p> <ul style="list-style-type: none"> assess current knowledge of Judaism understand the origins of Judaism learn about key biblical stories relating to Jewish festivals (Moses, escape from Egypt, Maccabees story of the rededication of the temple, Book of Esther, sacrifice of Abraham, giving of the 10 Commandments on Mount Sinai to Moses, story of creation) start to explore and understand why belonging is so important in the

- Gather, select and organise information using a range of sources.
- Respond to issues raised and relate some of them to aspects of my own life.
- Use key religious vocabulary to describe features of religions
- Express opinion and contribute to class discussion responding or adding to the views of others.
- Explain reasons why people have beliefs and why we learn about different faiths and cultures.
- Organise and present work using a range of different styles.
- Describe in detail how people celebrate different religious practices.
- Describe similarities and differences within and between religions and beliefs.

Jewish community

- understand the importance of festivals to the Jewish faith and community to preserve their faith
- understand and learn the importance of special meals and historical links
- research in depth a Jewish festival and express and understand its importance in the Jewish faith
- confidently give a presentation showing understanding of the festival and its importance to the Jews