

Year 6 - Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Modern Classic Fiction</p> <p>Children will study classic narrative fiction. Using The Eighteenth Emergency by Betsy Byers, they will look at the differences between literal and inferred information.</p> <p>Grammar focus: Look at the infinitive form of a verb, and the split infinitive</p>	<p>Modern Classic Fiction</p> <p>Examine how the author modifies their language to change the emphasis in writing, using adverbials and modal verbs. The children will then use these features of language to plan and write detailed stories of their own.</p> <p>Grammar focus: Use expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs</p>	<p>Information Texts</p> <p>Children explore information texts using the Stone Age as inspiration, including: The First Drawing; The Secrets of Stonehenge; and Stone Age Boy.</p> <p>Grammar focus: Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Information Texts</p> <p>Consider formal and informal language; explore modal verbs; revise a wide range of punctuation; write information texts in different styles; travel in time and share everything they have learnt in a show-stopping exhibition.</p> <p>Grammar focus: Use modal verbs to indicate degrees of possibility</p>	<p>Dialogue Poems</p> <p>Read a dialogue poem from Bahrain – The Rat and the Ship's Captain, and investigate idioms and pronouns. Compare with the poem The Lion and Albert and study the perfect form of verbs.</p> <p>Grammar focus: Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Dialogue Poems</p> <p>Finally look at modern conversation poems by Michael Rosen and write a similar one.</p> <p>Grammar focus: Use capital letters for the names of people, places, days of the week, etc</p>
Maths	<p>Themed Projects</p> <p>Projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. This gives the opportunity to ensure any possible gaps in understanding are addressed before children move on to secondary school. The projects have been designed to explore maths in real life</p>					

contexts, allowing children to see how important maths is in all aspects of life. As well as this we, they provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. They also provide a great opportunity to explore and develop enterprise.

Science

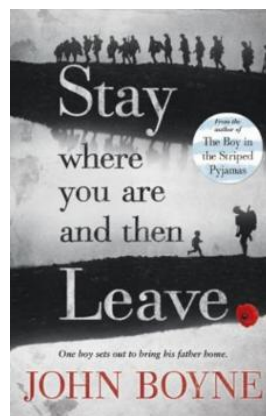
Evolution and Inheritance

In the Evolution and Inheritance project, your child will learn about the five kingdoms scientists group living things into based on their characteristics. They will discuss what fossils are, revisit how they form and learn about the fossil record before classifying fossils, using what they have learned about the features of living things. Children will discuss the theory of evolution and the scientists who founded it in the 19th century, Charles Darwin and Alfred Russell Wallace, learning that all living things on Earth are related and have gradually changed over time. They will learn that fossils and the DNA of extinct and living things provide evidence for the theory of evolution and then study a scientific diagram called an evolutionary tree, identifying the relationships between past and present-day living things.

Children will learn the meaning of the terms 'inheritance' and 'variation' and how evolution relies on them. They will discuss examples of inherited and non-inherited features and continuous and discontinuous variation within humans before collecting and displaying class data about eye colour as a bar chart and heights as a line graph. They will revisit the meaning of 'adaptation' and use new scientific terminology, including 'natural selection' and 'survival of the fittest'. They will learn about adaptation in animals by investigating how birds' beaks have changed over time to improve their ability to catch and eat specific foods. They will learn about adaptation in plants, including structural, behavioural and chemical adaptations, and then investigate the leaves of trimmed and untrimmed holly plants, observing how holly plants can adapt to become spikier to survive. They will complete their learning by holding a class debate about artificial selection using evidence from research and presenting an argument for and against its use.

Guided Reading

Stay where you are and then Leave



	<p>This teaching sequence is approximately 5 weeks long if spread out over 25 sessions. The book supports teachers to teach about character development, emotional response and changes of setting in narrative fiction. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own story planning and descriptive writing.</p>	
Topic	Coffee Republic	
	<p>We will also introduce important discussions around responsible coffee consumption, its effects on the body, and the impact of Fair Trade practices in supporting ethical production and sustainability.</p>	<p>By the end of the project, your child will have gained a deeper appreciation for global trade, geography, and environmental responsibility. We look forward to sharing their learning journey with you and showcasing the exciting discoveries they make along the way!</p>
Art & DT	Bees, Beetles and Butterflies	
	<p>This term, our exciting art project <i>Bees, Beetles, and Butterflies</i> will be linked to our <i>Britain at War</i> topic, encouraging children to explore the connections between nature, resilience, and creativity during times of conflict. Throughout this project, students will develop their artistic skills by working with sketchbooks, refining their observational drawing techniques, and experimenting with mixed media collage. They will also be introduced to <i>Pop Art</i>, studying how bold colors, patterns, and graphic styles can be used to create striking visual pieces.</p>	<p>As they progress, children will explore the intricate details of bees, beetles, and butterflies, considering their significance in both nature and history. They will use their new skills to design and create a final piece of artwork inspired by these fascinating creatures. This project will help students build confidence in self-expression, creativity, and artistic techniques, while also fostering an appreciation for the beauty and importance of insects in our world. We look forward to celebrating their artistic achievements and sharing their wonderful creations with you!</p>
PSHE	What will change as we become more Independent?	
	<p>In our friendships unit, they will learn how to show kindness, resolve conflicts, and be a good friend, as well as how to recognize and respond to unhealthy relationships. We will also focus on respectful relationships, helping children understand the importance of empathy, inclusivity, and standing up for what is right.</p>	<p>As part of our digital safety discussions, students will learn about online relationships, the importance of staying safe on the internet, and how to communicate responsibly in the digital world. Lastly, we will cover personal safety, teaching children about setting boundaries, seeking help when needed, and recognizing safe and trusted adults.</p>

PE

Striking and Fielding – Cricket

In Year 6 PE, children will develop their skills in *Striking and Fielding* through an engaging six-week cricket unit. They will begin with *Speedy Catching*, focusing on hand-eye coordination and reaction time to improve their fielding abilities. In *Attacking the Ball*, they will learn how to move quickly and position themselves effectively to stop and return the ball. *Distance Throwing* will develop their power and accuracy in long-range throws, a crucial skill for outfield players. *Brilliant Batting* will introduce key batting techniques, helping students to strike the ball with control and precision. In *Bowled Over*, they will explore different bowling styles, working on accuracy and consistency. The *Skills Circuit* will provide an opportunity to refine and consolidate all learned techniques through a series of dynamic drills. Finally, in *Tactics and Strategy*, children will apply their skills in small-sided games, learning about teamwork, decision-making, and match-play strategies. This unit will help students build confidence, resilience, and a love for cricket while improving their overall coordination and game sense.