



Summer Term Learning Year Six

Week beginning:	
<p>Tuesday 22nd April</p> <p>Monday 21st April (Easter Monday)</p>	<p>In English, we will be looking at key spellings, thinking about punctuation in sentences using dictation and looking at subjects and objects within sentences.</p> <p>In Maths, we will be relearning how to measure, classify and calculate angles. We will investigate the rules around vertically opposite angles and angles in a triangle to help calculate missing angles.</p> <p>In Science, we will be revisiting what we learnt so far in our unit on evolution and inheritance.</p> <p>In Geography, we will be looking at the United Kingdom in more detail and consider why Britain has been an attractive place to live for many who were not born there.</p>
Monday 28 th April	<p>In English, we will be looking at the features of suspense writing and the writing of high-quality setting descriptions. This will lead to the writing of a short story that includes a chase scene, based on the short film: Ruin.</p> <p>In Maths, we will be calculating angles in quadrilaterals and polygons as well as looking at circles by understanding of the words: "radius", "diameter" and "circumference". We will also be revisiting how to use formal methods for addition, subtraction, multiplication and division.</p> <p>In Science, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of 'Do All Living Things Adapt in The Same Way?' In this enquiry, we will be exploring how animals adapt to survive by considering some of the different challenges particular habitats might bring, this will also include thinking about some of the possible implications of climate change. Children will think scientifically by comparing the adaptations of animals in different habitats and applying knowledge of climate change to consider what this means for the adaptation of living things.</p> <p>In Geography, we will be looking at the United Kingdom in more detail and consider why Britain has been an attractive place to live for many who were not born there.</p>
<p>Tuesday 6th May</p> <p>Monday 5th May 2025 (May Day)</p>	<p>In English, we will continue writing our short stories that include the chase scenes. After feedback, we will be editing and improving our work.</p> <p>In Maths, we will be relearning how to interpret and find percentages, how to add, subtract, divide and multiply with fractions, how to find a fraction of an amount and how to solve problems that involve money. We will also be revising how to use algebra to solve problems.</p> <p>In Science, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of 'How Have Plants in The Local Area Adapted?' In this enquiry, we will be observing and raising questions about how local plants are adapted to their environment. We will carry out observations to find answers to the following questions: How do plants make sure that they get lots of light? How do plants make sure that they have enough water? And how do plants attract pollinators?</p>

<p>Monday 12th May</p> <p>SATS Week:</p> <p>Monday 12th: SPAG papers 1 and 2</p> <p>Tuesday 13th: English reading</p> <p>Wednesday 14th: Maths papers 1 and 2</p> <p>Thursday 15th: Maths paper 3</p>	<p>This week is SATS week. The children will complete their KS2 assessments in English: Spelling, Punctuation and Grammar, English: Reading, Maths: Arithmetic and Maths: Problem Solving.</p> <p>When the children are not completing their assessments, we will spend some time going over any areas of learning that the children want extra support with, learning games and art activities.</p> <p>In Science, we will begin our learning on the unit of light. Children will explore the question enquiry of 'How does light travel?' In this enquiry, we will be observing and raising questions about how light travels and reflects off different objects and into our eyes. The enquiry revisits some of this learning and introduces the concept that light appears to travel in straight lines; this is used to explain how different objects are seen because they give out or reflect light into the eye. We will be setting up and carrying out an experiment to prove that light travels in a straight line.</p> <p>In DT, we will be learning about more complex switches and circuits to build to create our own steady hand game. We will be learning about the differences between input and output components. We will revisit our science knowledge to know how to make secure connections between the components and switches. Children will be planning their project, including images and detailed material lists.</p>
<p>Monday 19th May</p> <p>Friday 23rd – Half term break</p>	<p>Y6 Campaign Week</p> <p>In English, we will be revisiting our debate around year 6's using smartphones. We will discuss what we have written before and learnt since, with a focus on how smartphones can affect play for children. We will also review, edit, and up level their work. This will read to children writing up in best for display.</p> <p>In Science, we will continue learning on the unit of light. Children will explore the question enquiry of 'Is A Shadow Always the Same Shape as The Object That Casts It?' In this enquiry, we will be exploring the way light behaves, including light sources and shadows. We will have the opportunity to make predictions before testing our enquiry question in an investigation.</p> <p>In DT, we will making our steady hand game based on the previous week's design work. Once made, children will test and evaluate their own Steady Hand Game against the success criteria of the project brief. Children will identify successes in the project and product as well next steps in a possible future project.</p> <p>In Art, we will be working on pieces of art linked to our debate writing as part of campaign week which will form part of our corridor display.</p> <p>During this week, we will also be holding auditions for our Y6 production.</p>
<p>Wider Curriculum</p> <p>In Music, the children will be learning how to use computer software in Garage Band to compose short pieces of music. Children will use Garage Band to compose chord sequences, compose melodies that fit with a chord sequence including passing notes and compose drum and rhythm patterns that fit with a chord sequence.</p> <p>In PE lessons with the class teacher, the children will do orienteering to develop map reading skills, communication with others, teamwork, and problem-solving skills. With PE staff, the children will develop their skills, movement, and shots in tennis.</p> <p>In Computing, we will be learning how to use CAD software to create 3D images. Children will develop their knowledge and understanding of using a computer to produce 3D models. Children will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p> <p>In PSHE, we will be covering the Changing Me unit of our Jigsaw Programme. This will include self and body image, puberty for boys and girls, babies from conception to birth, and adolescent friendships and relationships.</p>	

In **French**, we will be learning how to talk and write simple sentences on healthy lifestyles.
 In **Reading**, we will be focusing on how to effectively apply our reading skills to a vast array of texts, in preparation for the KS2 SATs. In class, we will also read 'Amari and the Night Runner' as a core text.

Half Term

During this half term, we will be preparing for the Y6 production. Whilst we do spend a considerable amount of time on this, the children do still receive a full curriculum offer.

<p>Monday 2nd June</p> <p>Tuesday 3rd June – Class photo day</p>	<p>In English, we will be beginning a unit of work based on 'Windrush Child' by Benjamin Zephaniah. We will be reading chapters from the text and writing diary entries from different character's points of view. We will be focusing on the use of the subjunctive form of verbs.</p> <p>In Maths, we will begin our Y6 enterprise project. We will be creating a business plan with the aim of securing investment for a business.</p> <p>In Science, we will continue learning on the unit of light. Children will explore the question enquiry of 'Is A Shadow Always the Same Shape as The Object That Casts It?' In this enquiry, we will be exploring the way light behaves, including light sources and shadows. We will have the opportunity to make predictions before testing our enquiry question in an investigation.</p> <p>In History, we will be learning about why people decided to leave their homes in the Caribbean to make the move to Britain. We will also learn about how different individuals and groups had different experiences following their moves.</p>
<p>Monday 9th June</p>	<p>In English, we will be continuing our work on 'Windrush Child'. We will be planning for a missing chapter using clues from the text to help us with our planning of how characters would act.</p> <p>In Maths, we will begin our Y6 enterprise project. We will be creating a business plan with the aim of securing investment for a business that will sell its product or services at Exhibition evening.</p> <p>In Science, we will continue our learning on the unit of light. Children will explore the question enquiry of 'How Does a Mirror Reflect Light?' In this enquiry, we will be building on knowledge about light by using mirrors, as a smooth and reflective surface, to explore how light hits this surface and bounces back, allowing us to see reflections of objects and ourselves in the mirror. We will be introduced to the law of reflection which governs how the angles of incidence and reflection relate to each other during this process.</p> <p>In History, we will be looking at the contribution made by immigrants to Muswell Hill and to Britain as a whole.</p>
<p>Monday 16th June</p>	<p>In English, we will complete our 'Windrush Child' chapters, ensuring that we are developing our characters fully through description, action and dialogue.</p> <p>In Maths, we will continue our enterprise project, ensuring we are ready to make a profit at the exhibition evening.</p> <p>In Science, we will continue our learning on the unit of light. Children will explore the question enquiry of 'What is Refraction and Why Is It a Phenomenon?' In this enquiry, we will be building on children's experience of light by looking at a range of phenomena, in this case 'objects looking bent in water', also known as refraction. We will have the opportunity to explore and ask questions about refraction as an example of scientific phenomenon.</p> <p>In Art, we will look at the skill of painting through the work of artist David Hockney. We will understand his art and inspirations while comparing him to fellow artist Etal Adnan. Children will research the work of David Hockney and record ideas in their sketchbooks. Children will</p>

	<p>choose appropriate paint and brush techniques to adapt and extend work and create texture. Furthermore, we will explore appropriately mixing and combining colours, tints, tones, and shades to reflect purpose of their work and to create a colour palette based upon colours observed in the natural or built world. Using appropriate media of watercolour paint, children will build to creating their final piece of a painting of a landscape.</p>
<p>Monday 23rd June</p> <p>Thursday 25th June – Theatre trip – 6:30 at East Finchley Station</p>	<p>In English, we will be learning how to use both the active and passive voice in our writing. We will use both when writing an explanation text about a fantastic machine that the children will design themselves.</p> <p>In Maths, we will be looking at how maths is all around us in the world, we will be investigating where we can see maths in nature, at how probable events are to happen and at binary code.</p> <p>In Science, we will continue our learning on the unit of light. Children will explore the question enquiry of ‘What Colour is Light? Is this a phenomenon?’ In this enquiry, we will be building on what we now know about refraction (the bending of light) and scientific phenomena. We will now extend this understanding by finding out how refraction also separates light into the colours of the spectrum.</p> <p>In Art, we will look at the skill of painting through the work of artist David Hockney. We will understand his art and inspirations while comparing him to fellow artist Etal Adnan. Children will research the work of David Hockney and record ideas in their sketchbooks. Children will choose appropriate paint and brush techniques to adapt and extend work and create texture. Furthermore, we will explore appropriately mixing and combining colours, tints, tones, and shades to reflect purpose of their work and to create a colour palette based upon colours observed in the natural or built world. Using appropriate media of watercolour paint, children will build to creating their final piece of a painting of a landscape. Our final pieces of art will then be displayed for Exhibition Evening.</p>
Monday 30 th June	<p>In English, we will continue with our explanation texts that include the active and passive voice.</p> <p>In Maths, we will be researching an area of Maths and begin preparing an entry for this year’s Maths Fair.</p> <p>In Science, we will continue our learning on the unit of light. Children will explore the question enquiry of ‘What Colour is Light? Is this a phenomenon?’ In this enquiry, we will be building on what we now know about refraction (the bending of light) and scientific phenomena. We will now extend this understanding by finding out how refraction also separates light into the colours of the spectrum.</p> <p>In RWE, we will be looking at thinking about the enquiry question of ‘What do people believe about life?’ We will do this by looking at Christianity & Buddhism. We will explore what feelings people experience in relation to birth, change, death, and the natural world as well as beliefs about: the origin and meaning of life, our place in society and the natural world, the existence of God, the experience of suffering and life after death?</p>
<p>Monday 7th July</p> <p>Thursday 10th July – Exhibition evening</p>	<p>In English, we will be beginning a piece of transition work, ahead of the move to secondary school.</p> <p>In Maths, we will be preparing our exhibit for the Maths Fair, and then presenting to other year groups in the school.</p>

	<p>In Science, we will conclude our learning on the unit of light. Children will revisit and consolidate their knowledge gained in this unit of work. Children will create a quiz and learning poster to show their knowledge and understanding.</p> <p>In DT, we will be learning about mechanical systems to build and create the product of an electric car. Children will explore how pulleys work and how electrical systems can be drawn scientifically. We will investigate how different components affect the speed of an electric car. Furthermore, we children will go through the design process to create an electric car using materials and components available. Children will then go through the making process before testing and evaluating their product as well as the overall project.</p> <p>In Art, we will be creating programmes for our end of year production.</p>
<p>Monday 14th July</p> <p>Tuesday 15th – Woodpecker performance</p> <p>Wednesday 16th – Toucan performance</p> <p>Thursday 17th – Wren performance</p>	<p>In English, we will be preparing a short speech for the leavers' assembly.</p> <p>In Maths, we will be using maths to work out how to always win at games such as Nim and the Royal Game of Ur.</p> <p>In DT, we will be learning about mechanical systems to build and create the product of an electric car. Children will explore how pulleys work and how electrical systems can be drawn scientifically. We will investigate how different components affect the speed of an electric car. Furthermore, we children will go through the design process to create an electric car using materials and components available. Children will then go through the making process before testing and evaluating their product as well as the overall project.</p>
<p style="text-align: center;">Wider Curriculum</p> <p>In Music, the children will learn and rehearse the songs featured in our school production. Children will develop their vocal techniques of: tone, posture, diction, support and breath control, sense of ensemble, head and chest voice, characterisation, harmonic progression.</p> <p>In PE lessons with the class teacher, the children will develop passing, dribbling, and shooting in hockey. With PE staff, the children will develop their understanding, hitting, and throwing in cricket and rounders.</p> <p>In Computing, the children will develop their programming skills. Writing code to create a light show. Children will have the opportunity to use a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.</p> <p>In PSHE, the focus is on how to build positive, healthy relationships. There are lessons on: the importance of looking after one's mental health, grief, how to recognise when people are trying to gain power and control and how to use technology to communicate effectively with others.</p> <p>In French, we will be completing our unit on 'Me in the world.' In this unit pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural traditions, and celebrations of those countries.</p> <p>In Reading (DR), the children will develop their reading skills when reading 'Windrush Child' by Benjamin Zephaniah.</p>	
<p style="text-align: center;">Supporting Learning at Home</p> <p>Please make sure that you spend time reading with your child at home. As well as listening to your child read, we recommend reading aloud to your child as a regular story time session. Please help your child practise their weekly spellings and help them practise their number bonds and/or times tables. Homework is set on Fridays and is due on Wednesdays. You may wish to use this overview to see what your child is learning each week so that you can discuss this learning with your child at home.</p>	