



## Summer Term Learning Year Six

Week beginning:	
Monday 13 <sup>th</sup> April	<p>In <b>English</b>, we will be learning and recapping how to identify and write multi-clause sentences that are joined with one subordinating conjunctions (after, although, as, because, before, if, since, though, unless, until, when, and while) and one co-ordinating conjunction (for, and, nor, but, or, yet, so). We will also look at identifying and writing a combination of sentence types to avoid repetition as well as identifying and writing simple sentences to enhance the mood and/or add emphasis in our writing. We will also develop our understanding of identifying and writing single sentence paragraphs to enhance the mood, add emphasis, and/or alter the pace of the narrative.</p> <p>In <b>Maths</b>, 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 <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the enquiry question of ‘How Can Plants Be Classified?’ In this enquiry, we will build on our understanding of classification keys to show how they can also be applied to grouping plants. Pupils will use a dichotomous key to group plants according to their properties and characteristics.</p> <p>In <b>Geography</b>, 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. We will consider where families have immigrated to Britain have come from and know the main reasons to immigrating to Britain would be. Furthermore, we will explore the impact of immigration on British industry and explore what the European Union is.</p>
Monday 20 <sup>th</sup> April  Friday 24 <sup>th</sup> April – Biblio Buzz trip – Reading group.	<p>In <b>English</b>, we will be learning and recapping how to identify and write multi-clause sentences that are joined with one subordinating conjunctions (after, although, as, because, before, if, since, though, unless, until, when, and while) and one co-ordinating conjunction (for, and, nor, but, or, yet, so). We will also look at identifying and writing a combination of sentence types to avoid repetition as well as identifying and writing simple sentences to enhance the mood and/or add emphasis in our writing. We will also develop our understanding of identifying and writing single sentence paragraphs to enhance the mood, add emphasis, and/or alter the pace of the narrative.</p> <p>In <b>Maths</b>, 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 <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the question enquiry of ‘Is There a Link Between Plant Groups and The Environment They Grow In?’ In this enquiry, we will build on what pupils now know about dichotomous keys and how they can be used to classify plants. Pupils will now consolidate and test this knowledge by creating their own keys using the characteristics of plants found in local woodland. Children will learn and consolidate that different plants need different environments and that plants that commonly grow in the certain areas and plants that do not.</p>

	<p>Children will have to elect an appropriate way to record data and seek data using a different types of classification keys.</p> <p>In <b>Geography</b>, 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. We will consider where families have immigrated to Britain have come from and know the main reasons to immigrating to Britain would be. Furthermore, we will explore the impact of immigration on British industry and explore what the European Union is.</p>
<p>Monday 27<sup>th</sup> April</p> <p>Tuesday 28<sup>th</sup> April – Road Safety workshop</p> <p>Wednesday 29<sup>th</sup> April - Anthony McGowan author visit.</p>	<p>In <b>English</b>, we will be writing of a short story that includes a chase scene, based on the short film: Ruin. We aim to write high-quality setting and character descriptions as well as the beginning of the ‘chase’ in the story. Children will aim to use the writing objectives we learned and practiced in week 1 and 2.</p> <p>In <b>Maths</b>, 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 <b>Geography</b>, 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. We will consider where families have immigrated to Britain have come from and know the main reasons to immigrating to Britain would be. Furthermore, we will explore the impact of immigration on British industry and explore what the European Union is.</p>
<p>Tuesday 5<sup>th</sup> May</p> <p>Monday 4<sup>th</sup> May – Bank holiday</p> <p>Thursday 7<sup>th</sup> May – TAD – Polling Day.</p>	<p>In <b>English</b>, we will be writing of a short story that includes a chase scene, based on the short film: Ruin. We aim to write high-quality setting and character descriptions as well as the beginning of the ‘chase’ in the story. Children will aim to use the writing objectives we learned and practiced in week 1 and 2.</p> <p>In <b>Maths</b>, we will be relearning how to interpret co-ordinates, translations, and reflections. We will also be revising key skills in fractions, percentages, and decimals.</p> <p>In <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the question enquiry of ‘Do Microorganisms Matter?’ In this enquiry, we will build on what children have learned about plants and animals as examples of living things. We will introduce microorganisms as another example of something that is living, exploring the purpose of microorganisms, and identifying some ways in which microorganisms can be classified. Children will do this by thinking scientifically and setting up an experiment and selecting ways to conduct observations and record results.</p>
<p>Monday 11<sup>th</sup> May</p> <p>SATS Week:</p> <p>Monday 11<sup>th</sup>: SPAG papers 1 and 2</p> <p>Tuesday 12<sup>th</sup>: English reading</p> <p>Wednesday 13<sup>th</sup>: Maths papers 1 and 2</p> <p>Thursday 14<sup>th</sup>: 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 <b>English</b>, we will be writing the rest of our short story that includes a chase scene, based on the short film: Ruin. Children will aim to use the writing objectives as they independently plan and write the rest of the chase and a cliff hanger ending to their story.</p> <p>In <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the question enquiry of ‘Do Microorganisms Matter?’ In this enquiry, we will build on what children have learned about plants and animals as examples of living things. We will introduce microorganisms as another example of something that is living, exploring the purpose of microorganisms, and identifying some ways in which microorganisms can be</p>

	<p>classified. Children will do this by thinking scientifically and setting up an experiment and selecting ways to conduct observations and record results.</p> <p>In <b>DT</b>, 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 18<sup>th</sup> May</p> <p>Friday 22<sup>nd</sup> – Half term break</p>	<p>In <b>English</b>, we will be creating and writing their own fast paced chase scene with new setting and characters. They will look to write multi-clause sentences that are joined with one subordinating conjunctions (after, although, as, because, before, if, since, though, unless, until, when, and while) and one co-ordinating conjunction (for, and, nor, but, or, yet, so). They will also include writing a combination of sentence types to avoid repetition as well as identifying and writing simple sentences to enhance the mood and/or add emphasis in our writing. We will also develop our understanding of identifying and writing single sentence paragraphs to enhance the mood, add emphasis, and/or alter the pace of the narrative.</p> <p>In <b>Science</b>, we will conclude our learning on the unit of living things and their habitats. 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 <b>DT</b>, 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>During this week, we will also be holding auditions for our Y6 production. Children will be put into groups and act out a chosen scene from our production. Children will also have a singing audition with Ms Vetch and the class teachers. Children will receive their parts on the final Friday.</p>
<p><b>Wider Curriculum</b></p> <p>In <b>Music</b>, 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 <b>PE</b> 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 <b>Computing</b>, 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 <b>PSHE</b>, 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> <p>In <b>French</b>, we will be learning how to talk and write simple sentences on healthy lifestyles.</p> <p>In <b>Reading</b>, 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.</p>	
<p><b>Half Term</b></p>	

**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 1<sup>st</sup> June</p>	<p>In <b>English</b>, we will be beginning a unit of work based on 'Windrush Child' by Benjamin Zephaniah. We will be exploring the writing objective of identifying and writing a combination of sentences to avoid repetition. These are the sentence types we have learned and practiced throughout the year. We will also explore the writing objective of identifying and writing non-standard English in direct speech for characterisation.</p> <p>In <b>Maths</b>, we will look at maths in the real world. We will look at how we pay for things and how money is changing. We will also look at how we budget and how we can raise money for charity.</p> <p>In <b>Science</b>, we will introduce our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of 'How Do Scientists Know That Living Things Have Changed Over Time?' In this enquiry, we will build on prior learning about what pupils know and can remember about fossils. We will use this knowledge to explore how living things have changed over time by looking at fossil records for species. Children will think scientifically by understanding how scientists examine fossils to find out about the evolution of different species and by using a range of fossils and/or images of fossils over time to identify changes and observe changes identified by scientists.</p> <p>In <b>History</b>, 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>In <b>Art</b>, we will have sessions on a David Hockney photography project which will be led by professional Liga Kitchen. It will explore the outside space with its links to Coldfall and the space we have. These sessions will take place each Monday for the first four weeks of the half-term.</p>
<p>Monday 8<sup>th</sup> June</p> <p>Thursday 11<sup>th</sup> June – Y6 Sports day.</p>	<p>In <b>English</b>, we will be beginning a unit of work based on 'Windrush Child' by Benjamin Zephaniah. We will be exploring the writing objective of identifying and writing a combination of sentences to avoid repetition. These are the sentence types we have learned and practiced throughout the year. We will also explore the writing objective of identifying and writing non-standard English in direct speech for characterisation.</p> <p>In <b>Maths</b>, we will begin our Y6 enterprise project. We will be creating a business plan with the aim of securing investment for a business. Children will pitch to Mr Marshall and others to secure the £5 (each child) investment.</p> <p>In <b>Science</b>, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of 'How Does Variation Explain the Different Features and Characteristics of Living Things?' In this enquiry, we will be exploring the diversity between species and variation within them. We will investigate the impact of cross/selected breeding by observing closely to identify inherited characteristics in a range of living things, analysing how cross/selective breeding has led to animals with certain inherited characteristics and by considering the advantages and disadvantages of selective breeding.</p> <p>In <b>History</b>, we will be looking at the contribution made by immigrants to Muswell Hill and to Britain as a whole.</p> <p>In <b>Art</b>, we will have sessions on a David Hockney photography project which will be led by professional Liga Kitchen. It will explore the outside space with its links to Coldfall and the space we have. These sessions will take place each Monday for the first four weeks of the half-term.</p>

<p>Monday 15<sup>th</sup> June</p>	<p>In <b>English</b>, we will writing a first-person narrative using the book 'The Windrush Child' based of the character 'Leonard' journey to England and his first few days in England. Children will explore writing in the first person as well all the writing objectives we have used in the previous weeks and from across the year.</p> <p>In <b>Maths</b>, we will continue our enterprise project, ensuring we are ready to make a profit at the exhibition evening.</p> <p>In <b>Science</b>, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of 'How Has Variation Led to Evolution?' In this enquiry, we will be finding out about Carl Linnaeus and learn how his method of sorting and grouping helped to recognise commonalities between living things. Furthermore, we will explore how Charles Darwin conducted scientific studies to inform his theory of evolution and analyse how different circumstances may lead to natural selection and evolution. Children will conduct research by investigating the ways in which animals have evolved due to natural selection. We will research how natural selection led to the long necks of giraffes, how natural selection led to evolution in the colour of rock pocket mice and Darwin's study of the finches on the Galapagos islands.</p> <p>In <b>Art</b>, 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.</p> <p>In <b>Art</b>, we will have sessions on a David Hockney photography project which will be led by professional Liga Kitchen. It will explore the outside space with its links to Coldfall and the space we have. These sessions will take place each Monday for the first four weeks of the half-term.</p>
<p>Monday 22<sup>nd</sup> June</p>	<p>In <b>English</b>, we will writing a first-person narrative using the book 'The Windrush Child' based of the character 'Leonard' journey to England and his first few days in England. Children will explore writing in the first person as well all the writing objectives we have used in the previous weeks and from across the year.</p> <p>In <b>Maths</b>, we will continue our enterprise project, ensuring we are ready to make a profit at the exhibition evening.</p> <p>In <b>Science</b>, 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 <b>Art</b>, 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</p>

	<p>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> <p>In <b>Art</b>, we will have sessions on a David Hockney photography project which will be led by professional Liga Kitchen. It will explore the outside space with its links to Coldfall and the space we have. These sessions will take place each Monday for the first four weeks of the half-term.</p>
<p>Monday 29<sup>th</sup> June</p> <p>Tuesday 30<sup>th</sup> June – Theatre trip – 6:15 at East Finchley Station</p>	<p>In <b>English</b>, we will write a first-person narrative on ‘Leonard’s’ first day at school highlighting differences between his old and new life as well as meeting and building a new friendship.</p> <p>In <b>Maths</b>, 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 <b>Science</b>, 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>In <b>RWE</b>, 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 &amp; 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 6<sup>th</sup> July</p> <p>Thursday 9<sup>th</sup> July – Coldfall’s Got Talent</p> <p>Thursday 9<sup>th</sup> July – Exhibition evening</p> <p>Thursday 9<sup>th</sup> July – Enterprise project event</p> <p>Friday 10<sup>th</sup> July – Leavers Ball</p>	<p>In <b>English</b>, we will be writing from their own perspective of their first day and week at a secondary school. Children will plan for their writing and look to include the writing objectives we have practiced this year.</p> <p>In <b>Maths</b>, we will be preparing the final parts of their enterprise project using time in class to make any last-minute adjustments, branding, and advertising materials.</p> <p>In <b>Science</b>, we will conclude our learning on the unit of Evolution and inheritance. 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 <b>DT</b>, 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 <b>RWE</b>, 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 &amp; 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>In <b>Art</b>, we will be creating programmes for our end of year production.</p>

Monday 13 <sup>th</sup> July	In <b>English</b> , we will be preparing a short speech for the leavers' assembly.
Monday 13 <sup>th</sup> July – Wren performance	In <b>Maths</b> , we will be using maths to work out how to always win at games such as Nim and the Royal Game of Ur.
Tuesday 14 <sup>th</sup> – Toucan performance	In <b>DT</b> , 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.
Wednesday 15 <sup>th</sup> – Woodpecker performance	
Friday 17 <sup>th</sup> July – end of term – 1:30	

#### **Wider Curriculum**

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.

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.

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.

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.

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.

In **Reading (DR)**, the children will develop their reading skills when reading 'Windrush Child' by Benjamin Zephaniah.

#### **Supporting Learning at Home**

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.