

## Year 6 MTP: Summer Term



### Enterprise:

**Global Citizenship:** children will join a campaign on sustainable fashion; building on skills from our previous campaign on single-use plastics.

**Careers:** children will also have the opportunity to learn about a variety of job roles and careers.

Key Learning	Key Learning	Key Learning
<p><b>Reading</b>  <b>Odysseus by Hugh Lypton</b> - Children will gain a better contextual understanding of the beliefs systems and culture of ancient Greece. We will study this text in depth focusing on vocabulary and character traits.  <b>The Orchard Book of Greek Myths</b> – They will compare and contrast myths from previous studies and will participate in discussions, building on their own and others’ ideas and challenging views courteously.</p>	<p><b>Writing</b>  <b>Persuasion:</b> Pupils will write a persuasive letter of complaint using formal language.  <b>Argument / Debate:</b> Children will look at issues involving climate change to write their debate.  <b>Report:</b> children will write newspaper reports linked to Ancient Greek myths.  <b>Diary:</b> children will write two contrasting diary entries based on Ancient Greek myths.  <b>Narrative:</b> children will write descriptive pieces focusing on suspense.  <b>Poetry:</b> children will use a range of devices to create powerful pieces.</p>	<p><b>Maths</b>  <b>Geometry – Position and Direction:</b> Children will describe positions on the full coordinate grid (all four quadrants). They will draw and translate simple shapes on the coordinate plane and reflect them in the axes.  <b>Statistics:</b> Children will interpret and construct pie charts and line graphs and use these to solve problems. They will learn to calculate the mean as an average.  <b>Ratio:</b> Children will solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. They will also solve problems involving similar shapes where the scale factor is known or can be found.  <b>Investigations and Problem Solving:</b> Children will use their year 6 learning to consolidate their mathematical knowledge through a variety of open-ended investigations using real life contexts.</p>
<p><b>Science</b>  <b>Electricity</b>  Children will make and represent electrical circuits in symbols and will understand how the voltage of the circuit and number of cells is associated with the brightness of a lamp or the volume of a buzzer. They will also look at series and parallel circuits and explore how the batteries and the use of a switch can affect a circuit.</p>	<p><b>History</b>  As Historians we will study Ancient Greece – a study of Greek life and achievements and their influence on the western world. Pupils will explore the similarities and differences with life in Ancient Greece and today and what is left of the legacy of the ancient Greek period of history in our world today. Pupils will explore the Greek gift of democracy and relevance this has had on today’s society. They will recognize primary and secondary sources and link sources to make their own conclusions to what Greeks considered important at that time.</p>	<p><b>Geography</b>  As Geographers we will be studying the physical features of the UK and considering the natural resources we have at our disposal to provide us with energy (electricity), water and other products. We will build on our knowledge of the physical features of the world to consider the distribution of renewable and non-renewable resources and the advantages and disadvantages of using these products. We will study maps to identify where the distribution of energy, food, minerals and water are.</p>

<p><b>PE</b>  <b>Tennis:</b> Children will use good hand/eye coordination when serving and attacking. They will learn different types of serves and shots including drop shots and overhead clear.  <b>Cricket:</b> Pupils will learn to throw, catch and field under pressure, to bat with control and to bowl with accuracy using the overhead technique. They will learn the role of backstop, play pairs cricket and be able to umpire a game.  <b>Athletics:</b> Children will continue building a variety of running, jumping and throwing techniques and will demonstrate increased stamina and strength. They will be able to describe good athletic performance using correct vocabulary.  <b>Outdoor and adventure activities:</b> Children continue to develop and refine orienteering and problem solving whilst working in teams.</p>	<p><b>PSHE</b>  <b>Relationships</b>  Children will learn about their relationship web, love and loss, power and control and being safe with technology.  <b>Changing Me</b>  Children will learn about self-image, puberty, girl talk/boy talk, babies – conception to birth, attraction and looking ahead and transition to secondary school.</p>	<p><b>Music</b>  <b>Presentation Unit</b>  Children are introduced to the concept of musical theatre and learn about its history including how it has changed over time. They will develop their understanding of the role of different songs within a production and they will learn how to identify character songs and action songs. Children will create their own scene for a musical as a group including, singing, acting and dancing. Pupils will decide on their roles and begin rehearsing, ending with performing their musical to a wider audience.</p>
<p><b>Art</b>  <b>Collage</b>  Children will use Emma Briggs (a mosaic artist) as inspiration within this unit. Children will identify skills and techniques to create their own mosaic clay tile coaster focusing on pattern, colour and shape to include either a motif or geometric pattern.</p>	<p><b>Character Education</b>  <b>Summer 1 Resilience:</b>  Children will have to show <b>resilience</b> during the SATS testing week, drawing on their <b>self-belief, courage</b> and <b>consideration</b> of others to support one another. Pupils will use the <b>resilience</b> they have built in facing the challenge of transitioning to secondary school. Children learn resilience techniques as we prepare for change – SATS and transition. We will also consider how the ancient Greeks showed resilience during war  <b>Summer 2 Thoughtful:</b>  Children will need to show <b>thoughtfulness</b> during the rehearsals and performances of the end of year production. As they prepare to move on to their next chapter in their education, the children will <b>reflect</b> on what they have <b>been grateful</b> for during their time at Eastfield  Children will consider charities in their RE work and through PSHE we will explore how we can be more thoughtful in our relationships.</p>	<p><b>MFL</b>  <b>Chez le médecin (At the doctor's)</b>  This unit revises and extends knowledge of parts of the body, including genders. Children will learn how to explain when they are poorly/injured and learn how to use plural nouns. Children will develop their speaking and listening skills through a role play conversation at the doctor's. Children's listening skills will be assessed in this unit.  <b>Notre café (Our cafe)</b>  This unit revises and extends children's knowledge of food and drink vocabulary. Children build on their skills from the previous unit 'Au café' and hold a more in-depth café conversation through role play. Children will practise skills from all four strands of language learning (reading, writing, listening and speaking).</p>
<p><b>DT</b>  <b>Electrics – linked to computing</b>  Children will design, make and evaluate a moving vehicle using electronic kits</p>	<p><b>Computing</b>  <b>Coding using Crumble Kits – linked to DT.</b>  In this unit, children will further develop their programming skills, using the crumble kits as a physical system. They will recap their knowledge of crumble kits from years 3 and 4 before designing their own programs to control a crumble powered buggy. They will write programs to control the buggy (changing direction, changing speed, turning corners) before moving on to incorporating sensors which will allow children to experiment with using and changing variables and moving code between tabs.</p>	
<p><b>RE</b>  <b>Hopes and Visions</b>  This unit builds on work from Unit 3.2 Faith founders where pupils will have explored some key teachings of faith founders and follows on directly from 6.2 Living a faith. Ultimate questions are questions to which there is no single answer upon which everyone agrees, such as Who are we? What is the purpose of our existence? Who or what is God? Children will suggest answers to these big questions based on their knowledge of Christian, Islamic and Hindu faiths and beliefs.</p>		