

Engage: Local environment walk

Express: Leavers Production

Literacy

Drama

Read and perform play scripts – End of year production

Reading

Our class text for the term will be *Because of Mr. Terupt*.

Writing

Week 1: Letter to Merton council

Write a letter explaining what could be done to improve the local environment

Week 2: Non-chronological report

A report on an aspect of our school wide project

Weeks 3 and 4: Because of Mr. Terupt

Writing in the style of an author

Week 5: Recount

Write a recount reviewing Year 6

Physical Development

Athletics:

The children will use running, jumping, throwing and catching in isolation and in combination. They will develop flexibility, strength, technique, control and balance. The children will compare their performances with previous ones and demonstrate improvement to achieve their personal best. They will also throw for accuracy.

Personal, Social and Emotional Development

PSCHE: Changes

The children will be learning about how to cope with an unexpected change and making the best of an unwelcome change. They will also be learning about how to change their behaviour for the better.

The children will also be learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

R.E.: The Christian way of Life (2)

Children will be learning about ways of life:

- from the New Testament
- in society, past and present
- through social responsibility as a community and as an individual
- attitudes to personal, social and global issues, considering the teachings of Christianity as expressed for example in the Ten Commandments, the Two Great Commandments, The Sermon on the Mount - the Beatitudes.

SUMMER TERM 2 2019 Activities *A Different Future* Year 6

Mathematics

The children will be undertaking a number of investigations which will support the embedding of knowledge and understanding of a number of objectives from across the Year 6 Mathematics curriculum.

Languages

The children will be learning to describe people, places, things and actions orally. They will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Understanding of the World

Geography

The children will be learning about sustainable living and how we all, as individuals as well as a whole school, need to reduce our use of the Earth's natural resources. We will be learning about how we can reduce our carbon footprint by altering our methods of transportation, energy consumption and diet.

Within this, the children will be learning how to describe and understand key aspects of physical geography, including: climate zones, vegetation belts. They will also be learning about human geography, including the distribution of natural resources including energy, food, minerals and water.

They will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Science: Electricity

The children will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will also use recognised symbols when representing a simple circuit in a diagram.

Computing: iWeb

The children will be learning to understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. They will use search technologies effectively, and appreciate how results are selected and ranked, and be discerning in evaluating digital content. The children will also select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Expressive Art and Design

Artistic project

Children are to create a sketch book, record, revisit and review their ideas

Refer to artists, architects and designers in history to explain choices

They must choose from a range of materials (e.g. pencil, charcoal, paint, clay)

They then need to create a product that reflects a chosen artist, architect or designer

Music

The children will perform in solo and ensemble contexts, rehearsing songs for the end of year production.