**MATHS**

**Statistics**

Children develop their ability to interpret and create line graphs and more advanced bar charts. Children learn what a pie chart is and how to interpret one, they compare tally charts and bar charts and learn when a pie chart is the best way to display data. Children learn what the mathematical mean is and how to calculate it and they consider when using the mean is particularly useful, for example, when comparing sets of data of different sizes.

**Geometry – properties of shape**

Children extend their understanding of measuring angles to draw shapes accurately and explore the interior angles of shapes, building on prior knowledge of angles on a straight line. Children will continue to develop their reasoning skills by interpreting properties of circles and will focus on exploring 3D shapes when given 2D representations.

**Geometry – position and direction**

This unit exposes children to coordinates in all four quadrants for the first time. Children are encouraged to combine their knowledge of the properties of shapes with their coordinate knowledge and to reason and solve problems involving shapes on a coordinate grid. This provides a great opportunity to develop their problem solving and reasoning skills and allows them to make connections between areas of mathematics. Finally, this unit is important as it exposes children to translations and reflections on a coordinate grid for the first time.

**Problem Solving**

This unit draws on the extensive range of skills and knowledge acquired by children during Year 6, as well as building on learning from previous years, to solve problems about numbers, measurement and geometry. The emphasis is on reasoning and selecting appropriate methods, and it provides appropriate revision for key stage assessments. The unit will allow teachers to assess children’s confidence and ability to apply their understanding in different ways, using both mental and written methods. It will also allow teachers to assess children’s ability to use the relationships between numbers to consider more flexible or creative approaches.

**SCIENCE**

**Animals Including Humans**

This unit recaps the children’s learning from year 4 about how animals survive and stay healthy and helps children to learn more about how different organ systems work.

The unit will take children through six lessons where they learn how to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; and finally, they learn how to describe the ways in which nutrients and water are transported within animals, including humans.

**ART**

**Sculpture – Henry Moore**

During this unit, we will compare the work of Henry Moore, Barbara Hepworth and Ben Nicholson. We will study form and will sketch, based on the work of Henry Moore. We will develop our bending and joining techniques using willow, then will use white tissue paper to create solid 3D form sculptures.

.**ENGLISH**

**Narrative**: The Final Year

Children will read The Final Year and base their writing around this. They will be applying our Mastery Targets to write their own First Person Narrative about their time in Year 6. Children will be focussing on using emotive and informal language, cohesive devices, relative clauses and a variety of punctuation.

**Non-Fiction**: Explanation Text

A How to Guide explaining how to survive Primary School.

Shared Reading: Wonder by R.J. Palacio

Summer Term 2

Year 6

**RE**

**Free unit – World poverty**

Children will learn the essential knowledge of different religions and world views as well as skills and attitudes such as critical thinking and empathy. This understanding will enable them to understand, reflect on and develop their own personal worldview, finding meaning and purpose when looking at different aspects of our world, including: life after death, good and evil and honesty and truth.

**PSHE**

**‘No way through isn’t true’**

Children will learn about self-awareness. We will explore changes to our bodies and brains during puberty and will focus on the transition to high school.

 **MUSIC**

Children will focus on their end of year production.

**MFL - French**

**Café Culture**

Children will learn about the culture of going to cafés in France. They will start by learning the language for ordering food in a café, then use this in a café role play.

,

**PE**

**Striking and Fielding**

Children will choose, combine and perform skills more fluently and effectively in striking and fielding. They will Improve the range and consistency of their skills in games linked with striking and fielding. Children will develop an understanding of how to attack and defend and area. During their lessons, they will be evaluating their own and others work and suggest ways to improve performance.

**Geography**

**Coasts**

Children will describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. They will revise the water cycle again, looking at it from the context of erosion and weathering. In addition to this, they will also look at a variety of topographical features such as hills and coasts.

**Computing**

**Coding Playgrounds**

Children will be introduced to the role of an App Developer. They will design and prototype an app for their school using Keynote. The children will learn valuable digital skills and be int**roduced to new online concepts and vocabulary. They will also be introduced to text-based programming, how apps are coded and complete self paced programming challenges using the Swift Playground app.**

,