

# Work to be covered in the Summer Term by Y6.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope that it will also enable you to support your child at home in their studies.

If there is anything contained within this leaflet that you don't understand, please contact your child's class teacher.

## SATS - Week commencing May 9<sup>th</sup>.

Children must be in school all week please. These are statutory, taken nationally by all Y6 children.

You can access all SAT papers using:  
[www.sats-papers.co.uk](http://www.sats-papers.co.uk)

### Maths:

- Revision of: addition, subtraction, multiplication, division, decimals, fractions, percentages, numbers sequences and patterns.
- Revision of shape, 2-d and 3-d, properties, angles, area and perimeter.
- Revise measures and conversions.
- Mental maths - quick recall
- Problem solving activities.

### English:

- Revision of grammar and punctuation.
- Spelling of Y6 Sat words
- Shakespeare - Macbeth
- Journalistic writing

### Drama:

- Activities based around the Y6 Summer production.

### Science:

#### Investigations

- Controlling variables and developing fair tests
- Ensuring reliability within experiment
- Revision of through experiments:
- Electricity - Circuits

#### What would a journey through your body look like?

- Knowledge of the human organs
- Knowledge of the bodies systems
- Learn how to maintain a healthy body - diet, exercise, drugs.
- Explore the function of the heart through heart rate experiments

### ICT:

#### Multimedia Presentations

- Consider recording and film capture techniques
- Edit music and images using software
- Be aware of Microsoft Powerpoint package
- Combine text, pictures and sounds
- Present a fact-file to others, knowing how to manage slide movements and style.
- Development of app for a target market

### Curriculum

- Internet safety - mobile phones, chat rooms, junk mail, spam, social media.

<p><b>RE:</b></p> <ul style="list-style-type: none"> <li>To become aware of incorrect stereotypes associated with religion</li> <li>To understand how Muslims show commitment to God</li> <li>How does Islamic art help Muslims worship?</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>To learn that a melody reflects the lyrics.</li> <li>To add an ostinato to a track.</li> <li>Create improvised percussion.</li> <li>To perform using a 4 beat rhythm.</li> </ul> <p><b>End of Y6 Production</b> -Children to work in acting, staging, lighting and musicality.</p> <p><b>PSHCE:</b></p> <p><b>Changes - including relationships and transition</b></p> <ul style="list-style-type: none"> <li>Changes - one school to another.</li> <li>Visits from secondary colleagues.</li> <li>Visits to Hasland Hall for taster lessons.</li> <li>Things that are the same and/or different.</li> <li>Relationships education</li> </ul> <p><b>Geography-</b></p> <p><b>Exploring Map skills and our locality and beyond</b></p> <ul style="list-style-type: none"> <li>Map reading skills including eight points of a compass, 4 figure grid references, symbols</li> <li>Hasland's geographical history</li> <li>To build awareness of timezones.</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Design a piece of art work which expresses two different feelings.</li> <li>Produce a piece of work inspired by listening to music - link to RE.</li> <li>Create art work based on Arabic lettering - links to Calligraphy using pens, pencils and inks.</li> <li>Create a piece of 'spiritual' art work , using any medium, sculpture, poetry etc</li> </ul> <p><b>Design Technology:</b></p> <ul style="list-style-type: none"> <li>Plan a model for a dune buggy.</li> <li>Build a dune buggy from wood, combining axles and a frame.</li> <li>Create a Mayan Marble Maze combining card and a wooden frame.</li> </ul> <p><b>History:</b></p> <p><b>- Ancient Mayan Civilisation:</b></p> <ul style="list-style-type: none"> <li>Say where a period of history fits on a timeline?</li> <li>Describe features of historical events and people from past societies and period</li> <li>Recognise and describe differences and similarities/ changes and continuity between different periods of history</li> <li>Understand some of the rituals that the Maya took part in.</li> </ul> <p>Enquire as to the possible reasons for the collapse of the Maya.</p>	<p><b>PE:</b></p> <p><b>Dance - World of Sport</b></p> <ul style="list-style-type: none"> <li>Work collaboratively in small or large groups.</li> <li>Value the contribution that dance makes to different cultures.</li> <li>Perform set patterns with knowledge and understanding.</li> <li>Perform with increased control and fluency.</li> <li>Learn and perform the HAKA as taught.</li> </ul> <p><b>Games - Athletics</b></p> <ul style="list-style-type: none"> <li>Increase the number of techniques used - push, sling, long jump, pull throw and running.</li> <li>Choose appropriate techniques for specific events.</li> <li>Know the basic principles of relay takeovers and take part in races.</li> <li>Evaluate performance of self and others and comment on it.</li> <li>Understand why exercise is good for fitness, health and well - being.</li> <li>Take part in Paralympic events</li> </ul> <p><b>Sports Day</b></p> <p><b>French:</b></p> <p><b>Trip to France - 20-24<sup>th</sup> June</b></p> <p><b>Monter un café</b></p> <ul style="list-style-type: none"> <li>Discuss café culture.</li> <li>Read and understand parts of a written passage.</li> <li>Learn names of common foods, drinks and snacks.</li> <li>Learn to speak in the past tense.</li> <li>Match sounds to sentences and paragraphs.</li> <li>Be able to use a dictionary.</li> </ul>
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