

The Half Term Ahead

Year 6: Summer 1

Earth Charter links: Interconnected
Big Question: How does adapting ensure survival?

Launch Event: Residential/Teamwork preparation
Visits, visitors & trips: Buddens residential
Finale Event: Forest school celebration

Key dates	Home Learning cycle: standardised deadlines										
<p>Summer 1:</p> <ul style="list-style-type: none"> ⇒ Tuesday 22nd April – INSET day. ⇒ Thursday 24th April – Buddens information talk 5:30pm via Teams (link: Join the meeting now). ⇒ Monday 28th April – parents’ evening online. ⇒ Wednesday 30th April – parents’ evening in person. ⇒ Monday 12th – Thursday 15th May – Year 6 SATs week (we are asking for children to be in school from 8:15am on these days for their SATs breakfast - more information to come) ⇒ Friday 16th May – Year 6 Forest School celebration (children to wear Forest School clothes). Children do not need to arrive early as no SATs – arrive at 8:40am. ⇒ Wednesday 21st – Friday 23rd May – Buddens residential (arrive at school normal time – more information to come). For any children not attending Buddens, they should also arrive at 8:40am. They can wear mufti each day (more information to come regarding activities). ⇒ Friday 23rd May – end of half term (finish at 3:15pm). 	<ul style="list-style-type: none"> ⇒ <i>The homework cycle begins on Friday</i> ⇒ <i>All homework is due to be completed by Thursday morning of the next week.</i> ⇒ <i>CGP books are due in once every two weeks (hand-in dates specified on CGP homework overview)</i> 										
Home Learning Expectations	Home Learning: optional enrichment activities to enjoy with your child (“Reach for the Stars”)										
<p>Reading every day: the power of 1:1 reading The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p>Tasks/activities in addition to reading at home daily:</p> <table> <tr> <th>Activity</th><th>Expectation</th></tr> <tr> <td>Doodle Maths</td><td>5x 10min sessions a week</td></tr> <tr> <td>Spellings</td><td>Around 15 minutes a week via Spelling Shed</td></tr> <tr> <td>‘Times Tables Rockstars’</td><td>5x 10min sessions a week</td></tr> <tr> <td>*CGP SATs revision guides (From Autumn 2)</td><td>Around 30 minutes per week Collected in every fortnight</td></tr> </table> <p><i>*An overview of the CGP tasks will be shared at the beginning of every half term</i></p>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	‘Times Tables Rockstars’	5x 10min sessions a week	*CGP SATs revision guides (From Autumn 2)	Around 30 minutes per week Collected in every fortnight	<p>For your ‘Reach for the Stars’ challenge you could do some revision from any of the following sites: <i>All subjects:</i> Avonwood Primary School > Parents > Y6 Revision Guides KS2 BBC Bitesize (KS2 - BBC Bitesize) IXL grammar and maths (https://uk.ixl.com/maths/year-6) <i>Maths:</i> Maths Frame – Year 6 Arithmetic Practice (Y6 Arithmetic Practice - Mathsframe) Doodle Maths (https://www.activelearnprimary.co.uk/login?c=0 Homepage - DoodleLearning) Hit the Button (Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)) Times Tables Rock Stars (Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com))</p> <p><u>After SATs options:</u> English: Create a ‘Top Tips’ poster for Year 5 children to help them tackle SATs next year.</p> <p>Maths: Answer this brain teaser: A pharmacist has one 5 ml container and one 3 ml container. How can he measure exactly 4 ml of medicine using only these two containers? He is not allowed to use any other equipment!</p>
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Curriculum Overview

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Reading: Key Text	The Land of Neverbelieve by Norman Messenger Give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text predict what might happen from details stated and implied identify / explain how information / narrative content is related & contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases make comparisons within the text
Writing & Grammar	Narrative - Traditional Tales: <i>Grimm Tales: For Young and Old</i> - Philip Pullman (2 weeks) Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader Effective use of dialogue to convey character and advance action Build suspense Direct and reported speech Progressive tense Perfect tense Dashes for cutting off thoughts Writing to inform – Conservation stories: <i>The Tigers' Tale: A Conservation Story</i> - Catherine Barr; <i>The Big Picture: Wildlife Conservation</i> - Lyn Coutts (2 weeks) Use language and structures that reflect a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose Show an understanding of nuances of language in vocabulary choices Use a range of different layout devices to structure writing
Spelling	Words with /s/ sound spelled 'sc' -re versus -er words Revision and test strategies
Maths	Statistics Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average complete, read and interpret information in tables, including timetables. Revise all areas.
Science	Further classification <i>Biology:</i> Invertebrates Arthropods Plants Fungi Microorganisms Bacteria and disease.
RE	SOCIAL SCIENCES : Christianity/Hindu Dharma/Islam/Humanism/Sikhi <i>How is an understanding of life's purpose reflected in people's lives?</i> (local choice) Diverse expression of purpose in lived worldviews
PSHE	Relationships My Relationship Web Love and Loss Power and Control Being Safe with Technology.
PE	Outdoor 1: Athletics track and field Outdoor 2: OAA
Computing	Programming Sensing: Building in and testing a simple program in the programming environment before transferring it to their micro bit. The microbit Go with the flow Sensing inputs Finding your way Designing a step counter Making a step counter
Humanities	History: Power, Empire and Democracy A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today.
Art & DT	DT- Food Technology – Savoury Snacks (<i>this unit will be completed in Summer 2 as we are working with Avonbourne to use their facilities</i>) Cooking and baking gilled pastries and other balanced picnic snacks Children will prepare, combine, assemble and cook building on previously learnt techniques.
Music	Keyboards continued
MFL	Saying what I and others do at the kite festival la weekend at home sports and instrument Key ideas (GRAMMAR) Essential verb: to do, make – FAIRE (I do, make – je fais, you do, make – tu fais, he does – Il fait, she does – elle fait) Il fait (weather) faire de (sports), jouer à (sports) jouer de (instruments) Est-ce que questions Key ideas (VOCABULARY) Verb faire (singular) activity nouns seasons sports adjectives Numbers 16-31 Time adverbs Expressing likes and actions What I want/would like to do At a café Key ideas (GRAMMAR) Essential verb: to have, having – FAIRE (we do, make – nous faisons, you (all) do, make – vous faites, they do, make (m) – ils font, they do, make – elles font) 2-verb structures: vouloir (veux, veut, voudrais, voudrait) Partitive du, de la, de l', des Key ideas (VOCABULARY) Verb faire (plural) Verb vouloir (singular) food and drink Dans Paris poem

