

The Half Term Ahead

Year 6: Summer 2

Earth Charter links: Interconnected, Past

Big Question: Should we let the desires of others influence our morals?

Launch Event: First Aid workshop
 Visits, visitors & trips: Red Cross; Secondary transition workshops
 Finale Event: End of year play

Key Dates	Home Learning Cycle: standardised deadlines										
<ul style="list-style-type: none"> ⇒ Monday 1st June – INSET day ⇒ Tuesday 2nd June – First day back ⇒ Thursday 4th June – SRE information talk for parents (in person, 18:00-19:00) ⇒ Thursday 11th June – First Aid workshop (Red Cross) ⇒ W/C Monday 15th June – SRE week (if you have any questions or concerns regarding this, please contact your child's class teacher) ⇒ Thursday 18th June – 'Coping with Challenges' workshop (Red Cross) ⇒ Thursday 25th June – Year 5 and 6 Sports Day (morning) ⇒ Friday 26th June – Secondary school transition (children DO NOT need to come to Avonwood this day) ⇒ Thursday 9th July – End of year play performed to parents (entry 13:30 with the aim to begin 13:45) ⇒ Thursday 9th July – End of year reports issued (including SATs results for Year 6) ⇒ Friday 10th July – DT cooking day at Avonbourne ⇒ Friday 10th July – Summer fair after school ⇒ Monday 13th July – Informal report drop-in at end of school day ⇒ Friday 17th July – End of term - rest of school finish at 13:30. Year 6 finish at 13:45 ready for send-off from parents/carers and staff in middle playground near front office. <p>Important: Year 6 PE is returning to being on Wednesdays and Thursdays for the final half term. Children should come into school in PE kit on these days.</p>	<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</p> <p>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 border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <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> </tbody> </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>Maths:</p> <ul style="list-style-type: none"> ⇒ Challenge 1 – In this addition, each letter represents a different non-zero digit. Find the values of A, F, L, W and Y. ⇒ Challenge 2 - Try this two-player game with a friend or adult at home – who will be the first to reach 100? How can you prevent your opponent from getting there first? https://www.transum.org/Software/SW/Starter_of_the_day/starter_October5.ASP ⇒ Challenge 3 – Can you calculate the value of each of the shapes in the image to the right? <p>English: Quick Writes – spend 10 minutes (or longer if you wish) answering the prompts:</p> <ul style="list-style-type: none"> ⇒ Challenge 1 – Write a paragraph to finish off the sentence opener 'The most memorable moment in which I showed courage was...' ⇒ Challenge 2 – Write a paragraph in response to the following prompt: If you could introduce one new subject to the curriculum, what would you choose and why? ⇒ Challenge 3 – One evening you go to your computer and accidentally press one of the keys you have never pressed before. Suddenly, you are transported into a different time! Your task is to write about where you travel to, what the place is like, who you meet and how you manage to get home again.
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○	○	○	○	20
▲	♣	♣	▲	□
□	□	□	20	□

Curriculum Overview

Year 6	Summer 2
Reading: Key Text	Macbeth by William Shakespeare 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	Persuasive/Informative writing: <i>The Land of Neverbelieve by Norman Messinger</i> Show an understanding of nuances of language in vocabulary choices Use a range of different layout devices to structure writing Modern Retelling: <i>Shakespeare Mr William Shakespeare's Plays - Marcia Williams'</i> Formality in dialogue to convey character Playscripts Debate techniques Class Anthology: <i>Book of Hopes – Katherine Rundell</i> Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader
Spelling	Etymology of Shakespearean language Etymology (including American and British spelling)
Maths	Preparation for secondary school: recapping key areas from KS2 learning as necessary Algebra Solving more advanced equations Simplifying algebraic expressions Statistics Data collection Exploration of data analysis (mean, median, mode, range) Interpreting and constructing charts
Science	Physical and chemical changes <i>Chemistry:</i> Separating mixtures - distillation Separating mixtures – paper chromatography Chemical and physical changes Evidence for chemical change Rusting
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	Changing Me My self-image Puberty Girl talk/Boy talk Conception to birth Assertiveness Transition to secondary school
PE	Outdoor 1: Tennis Outdoor 2: Batting and fielding: cricket
Computing	Creating Media: Webpage creation: Identifying what makes a good web page and using this information to design and evaluate their own website What makes a good website? How would you layout your website? Copy Right or copy wrong? How does it look? Follow the breadcrumbs Think before you link!
Humanities	Geography: I am a Geographer Posing questions, completing fieldwork and presenting a geographical investigation e.g. As a member of the local council, what would you build on this land in our local area and why?
Art & DT	DT: Food Technology – Savoury Snacks Cooking and baking gilled pastries and other balanced picnic snacks Children will prepare, combine, assemble and cook building on previously learnt techniques Art and Identity Considering the impact of the British Empire on art and how art can reflect our identity
Music	Djembe Drumming Matching pitch Singing with others Performing to an audience
MFL	Spanish <i>Do You Have a Pet?</i> Develop skills to present both orally and in written form about the pets they have and/or do not have Move from 1st person singular to 3rd person singular verb usage Say what the pet is called and use conjunctions <i>My Home</i> Develop skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes Focus on demonstrating a growing ability to create independent responses

