

# The Half Term Ahead

## Year 6: Summer 1

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

**Launch Event:** History day  
**Visits, visitors & trips:** Buddens residential  
**Finale Event:** Forest School celebration

Key dates	Home Learning cycle: standardised deadlines										
<p><b>Summer 1:</b> <span style="float: right;"><b>Whole school Year 6 only</b></span></p> <ul style="list-style-type: none"> <li>⇒ <b>Monday 13<sup>th</sup> April</b> – INSET day.</li> <li>⇒ <b>Thursday 16<sup>th</sup> April</b> – Buddens information talk 5:30pm via Teams (link: <a href="#">Join the meeting now</a>).</li> <li>⇒ <b>Monday 11<sup>th</sup> – Thursday 14<sup>th</sup> May</b> – 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). Children <b>do not</b> need to arrive early on Friday 15<sup>th</sup> as there are no SATs.</li> <li>⇒ <b>Friday 15<sup>th</sup> May</b> – whole class photos (come in wearing school uniform).</li> <li>⇒ <b>Friday 15<sup>th</sup> May</b> – Year 6 Forest School celebration (<i>children to bring in Forest School clothes to change after class photos</i>).</li> <li>⇒ <b>Wednesday 20<sup>th</sup> – Friday 22<sup>nd</sup> May</b> – 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 multi each day (more information to come regarding activities).</li> <li>⇒ <b>Friday 22<sup>nd</sup> May</b> – end of half term (finish at 3:15pm). We are due to arrive back from Buddens just before the end of the day so children should be collected at the usual time.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ <i>The homework cycle begins on Friday.</i></li> <li>⇒ <i>All homework is due to be completed by Thursday morning of the next week.</i></li> <li>⇒ <i>CGP books are due in once every two weeks (hand-in dates specified on CGP homework overview).</i></li> </ul>										
Home Learning Expectations	Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')										
<p><b>Reading every day: the power of 1:1 reading</b>            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><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" data-bbox="89 1053 1097 1324"> <thead> <tr> <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>For your 'Reach for the Stars' challenge you could do some revision from any of the following sites:</p> <p><i>All subjects:</i>  <b>Avonwood's Revision Guides</b> (<a href="#">Avonwood Primary School &gt; Parents &gt; Y6 Revision Guides</a>)  <b>KS2 BBC Bitesize</b> (<a href="#">KS2 - BBC Bitesize</a>)  <b>IXL grammar and maths</b> (<a href="https://uk.ixl.com/maths/year-6">https://uk.ixl.com/maths/year-6</a>)</p> <p><i>Maths:</i>  <b>MathsBot</b> – Year 6 Full Arithmetic Paper Practice (<a href="#">SATs - Key Stage 2 Arithmetic</a>)  <b>Maths Frame</b> – Year 6 Arithmetic Practice (<a href="#">Y6 Arithmetic Practice - Mathsframe</a>)  <b>Hit the Button</b> (<a href="#">Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</a>)  <b>Doodle Maths</b> (<a href="https://doodlelearning.com/">https://doodlelearning.com/</a>)  <b>Times Tables Rock Stars</b> (<a href="https://trockstars.com/">https://trockstars.com/</a>)</p> <p><i>After SATs options:</i>  <b>English:</b> Create a 'Top Tips' poster for Year 5 children to help them tackle SATs next year.</p> <p><b>Maths:</b> Answer this brain teaser: A pharmacist has one 5 ml container and one 3 ml container. How can they measure exactly 4 ml of medicine using only these two containers? They are not allowed to use any other equipment!</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										



# Curriculum Overview

Year 6	Summer 1
Reading: Key Text	<b>The Land of Neverbelieve</b> 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	<b>Formal letter: Letter of complaint</b> Formality of voice   Use of passive voice to present information in a different way   Modal verbs   Subjunctive verb form  <b>Writing to inform – The Land of Neverbelieve by Norman Messenger</b> 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	<b>Statistics</b> 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 <b>Revise all areas</b>
Science	<b>Further classification</b> <i>Biology:</i> Invertebrates   Arthropods   Plants   Fungi   Microorganisms   Bacteria and disease
RE	<b>SOCIAL SCIENCES: Christianity/Hindu Dharma/Islam/Humanism/Sikhi</b> <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	<b>Relationships</b> My Relationship Web   Love and Loss   Power and Control   Being Safe with Technology
PE	<b>Outdoor 1:</b> Athletics track and field   <b>Outdoor 2:</b> Continuation of circuits
Computing	<b>Programming</b> <b>Sensing:</b> 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	<b>History:</b> 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	<b>Art and Identity</b> Considering the impact of the British Empire on art and how art can reflect our identity   Key artists: Yinka Shonibare and Sonia Boyce
Music	<b>Djembe Drumming</b> Focus on rhythm, performing together and following direction to change tempo and dynamics
MFL	<b>Spanish</b> <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

