



Year 6 Summer: What is the secret to success?

Writing

Spell some words with silent letters.

Distinguish the difference between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Use dictionaries to check the spelling and meaning of words.

Use phonetic knowledge to find words in a thesaurus.

Use further prefixes and suffixes and understand how adding them creates meaning.

Identifying the audience and purpose of the writing; then writing effectively, selecting the appropriate form.

Write using organisational and presentational devices to structure text and explain how this guides the reader.

Recognising vocabulary and structures that are appropriate for formal and informal writing.

Write using a wide range of devices to build cohesion within and across paragraphs.

Use and understand the grammatical terminology accurately and appropriately when discussing their writing.

Using brackets, dashes or commas to indicate parenthesis (extra information).

Use semi-colon, colons or dashes in an appropriate context.

Using commas to clarify meaning or avoid ambiguity in writing.

Using hyphens to avoid ambiguity.

Planning writing by noting and developing initial ideas.

Plan writing by drawing on reading and research.

Consider how authors have developed characters and settings in what pupils have read or listened to.

Writing by describing and developing settings, characters and atmosphere

Integrating dialogue to convey character and advance the action.

Using passive verbs to affect the presentation of information in a sentence.

Using modal verbs or adverbs to indicate degrees of possibility.

Using relative clauses with an implied relative pronoun.

Writing fluently, legibly and with increasing speed, choosing an appropriate writing implement for the task.

Draft writing by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Distinguishing between the language of speech and writing and choosing the appropriate register.

Using the perfect form of verbs to mark relationships of time and cause.

Using expanded noun phrases to convey complicated information concisely.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Publish pieces of writing in an appropriate context, including any amendments that have been made throughout the editing process.

Reading

✓ Summarise ideas drawn from more than one paragraph, identifying key details.

✓ Discuss how authors use varied sentences and descriptive language to affect the reader (ongoing).

✓ Identify and discuss themes and conventions in what we have read.

✓ Use an age appropriate dictionary to check spelling and meanings

✓ Retrieve, record and present information from non-fiction

✓ Make comparisons across books.

✓ Make predictions based on details stated and implied, linking these to evidence making simple explanation.

✓ Provide reasoned justification for views.

✓ Become more familiar with traditional stories, myths and fiction from our literary heritage.

✓ Read and discuss a range of poetry and non-fiction.

✓ Identify how language, structure and presentation contribute to meaning.

✓ Discuss the books that they read, building on own and others ideas & challenging courteously.

Key vocabulary:

Modal verb, relative clause, parenthesis, repetition, rhetorical question, semicolon, perfect form, convention, theme, trope, immersion, formal/informal, colloquial, intonation.

Mathematics

Geometry

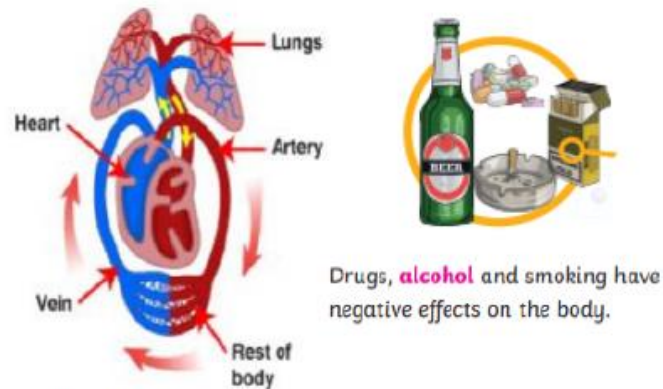
- ✓ draw 2-D shapes using given dimensions and angles
- ✓ compare and classify geometric shapes based on their properties and sizes
- ✓ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- ✓ recognise, describe and build simple 3-D shapes, including making nets
- ✓ find unknown angles in any triangles, quadrilaterals, and regular polygons
- ✓ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- ✓ describe positions on the full coordinate grid (all four quadrants)
- ✓ draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- ✓ Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems

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<p><u>Geography</u> <u>Locations</u> ✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p><u>Human and Physical</u> ✓ Use geographical vocabulary</p> <p>Key physical vocabulary: climate zones, vegetation belts, biomes, tropical, temperate, polar, arid, tundra, rainforest, desert, forest, grassland</p> <p><u>Skills</u> ✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>DT</u> <u>Research:</u> ✓ Find out about cooking and food from a specific region or culture. ✓ Find out about food packaging and create criteria for good packaging.</p> <p><u>Design:</u> ✓ Invent a recipe with the ingredients found during the research. ✓ Design packaging based on criteria found during research.</p> <p><u>Create:</u> ✓ Cook our own recipes. ✓ Store and handle food safely. ✓ Use correct utensils to hygienically prepare food. ✓ Create food packaging using materials and tools of choice.</p> <p><u>Evaluate:</u> ✓ After tasting, modify recipes to improve taste. ✓ Package finished product and reflect on the effectiveness of the packaging.</p> <p>Key vocabulary: product, package, hygiene, safety, recipe, ingredients, sweet, sour, bitter, consumer, nutrition</p>	<p><u>Computing</u> <u>Computer Science – programming</u> ✓ Create an algorithm to control an external device ✓ Create an algorithm that allows the reader to play a game with the device</p> <p><u>Computer Science – Input and Output</u> ✓ Understand the inputs and outputs needed for the device ✓ Understand how to relay this information to the user</p> <p>Key vocabulary: Device, algorithm, command, repeated, interaction, display, response</p>
<p><u>History</u> <u>Chronology of events</u> ✓ Research of Woodley ✓ Timeline of Woodley from WW2 onwards</p> <p>Key vocabulary: town, precinct, industrial estates, business parks</p> <p><u>Comparing and contrasting periods and happenings</u> ✓ Analyse maps, photographs and newspaper articles ✓ Recognise similarities and differences between this time and the present day</p> <p>Key vocabulary: expansion, advancements</p> <p><u>Change and continuity</u> ✓ Discuss how the past has influenced the present and how the present will shape the future</p> <p>Key vocabulary: predictions, trends</p>	<p><u>MFL</u> <u>Oracy:</u> ✓ Say key vocabulary (fruits, clothes) ✓ Ask and answer questions about likes and dislikes ✓ Give descriptions (clothes)</p> <p><u>Literacy:</u> ✓ Write short texts to describe what somebody is wearing ✓ Read some familiar words and phrases aloud and pronounce them accurately and spell them</p> <p><u>Intercultural understanding:</u> ✓ Grammar differs from English (gender)</p> <p>Key vocabulary: fruits, I like, I don't like, clothes, colours</p>	<p><u>RE</u> <u>Christianity</u> ✓ Understand why the resurrection story is important to Christians</p> <p><u>Sikhism</u> ✓ Understand why reincarnation is important to Sikhs</p> <p>Key vocabulary: Resurrection, Easter, Holy Week, celebration, beliefs, Sin, reincarnation, respect, opinions</p>
<p><u>Science</u> <u>Animals, including humans</u> ✓ Recognise the impact of diet, exercise, drugs and lifestyle on a human's ability to be healthy ✓ Identify and name the main parts of the human circulatory system ✓ Describe the functions of the heart, blood vessels and blood ✓ Describe the different ways in which nutrients and water are transported within animals, including humans</p> <p>Key vocabulary: alcohol, tobacco, artery, lungs, vein, pulmonary, alveoli, capillary, transport, villi, gas exchange, oxygen</p>	<p><u>Music</u> <u>Appreciate</u> ✓ Reflect on own appreciation of music ✓ Listen and appraise the work of women in the music industry</p> <p><u>Perform and Share</u> ✓ Perform songs to a high standard as part of the end of year production. ✓ Record own compositions</p> <p><u>Play, Sing and Create</u> ✓ Learn to sing songs by heart. ✓ Sing songs in parts to a high standard ✓ Create own lyrics and music over a beat (Charanga unit - Music and me)</p> <p>Key vocabulary: Articulation, tone, expression, dynamics Gender, racism, rap, turntablist, DJing, producer, Electronic and Acoustic music</p>	<p><u>PSHE</u> <u>Keeping Myself Safe</u> ✓ How will I react in risky situations? Responding to risks</p> <p><u>Being my Best</u> ✓ Should we take risks in life? ✓ Health and well being</p> <p>Key vocabulary: Topical issues, human rights, children rights, community, resolving difference, social media and forwarding.</p>
<p><u>Outdoor Learning</u> Design: Work within teams to design some games for the younger children in the school Create/ Evaluate: Use available resources to create the games that have been designed. Carry these games out and test them with the younger children in the school</p> <p>Key vocabulary: teamwork, games, children, young, age appropriate, resources, team building</p>	<p><u>PE</u> ✓ Agility/Speed/Strength/Throwing/Fitness – Athletics ✓ Catching/Throwing/Target/Striking/Strategy – Cricket</p>	<p><u>Art</u> <u>Media:</u> Sketching <u>Appreciation:</u> Artist: Leonardo Da Vinci ✓ To understand how artists work has developed ✓ To understand where artists inspiration has come from and how this has influenced their own ✓ To use art as a stimulus for their own art explaining where inspiration was sought from</p> <p><u>Skills</u> Exploring and developing ideas: ✓ To explore ways of adding tone and depth to a sketch by varying pressure, mixing colour, and adding texture</p> <p>Investigating and making art: ✓ To investigate using different mediums for sketching and make a choice of which they prefer e.g. charcoal, pencil, chalk etc.</p> <p>Evaluating and developing art: ✓ To discuss the overall effect of the finished product ✓ To describe the design process and justify why techniques and effects were used</p> <p>Key vocabulary: Tone, texture, shading, line, graphite, depth, detail, pencil, charcoal, chalk, blending, cross-hatching</p>

What is the secret to success?

What's the secret to staying healthy?

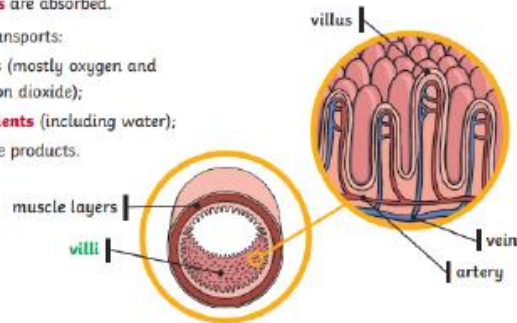


Inside the Small Intestine

The **nutrients** pass through the **villi** and are absorbed into the blood vessels. Water is absorbed in the small intestine in exactly the same way as other **nutrients** are absorbed.

Blood transports:

- gases (mostly oxygen and carbon dioxide);
- **nutrients** (including water);
- waste products.



Eating Healthily

Develop a nutritious

Research food from a region or culture.



Prepare a meal safely & hygienically.

Eat, review and improve

Living Successfully in the Wider World

International Rights of the Child



Responsibilities



How Has Woodley Developed?



Business Parks The Precinct Housing

What can we learn from successful people?



JK Rowling James Dyson The Beckhams

Key Vocabulary

pulmonary (Science)	Concerning the lungs
gas exchange (Science)	The exchange between carbon dioxide and oxygen as part of respiration
circulatory system (Science)	The system that moves blood, oxygen and nutrients through the body
nutrition (Science DT)	The process of providing or obtaining the food necessary for health and growth
human rights (PSHE)	An entitlement that is believed to belong to every person
Community (PSHE)	A group of people living together and practising common ownership
enterprise (History, PSHE)	Initiative and resourcefulness
interest (PSHE)	Money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt
business (History, PSHE)	Commercial activity