



Windmill Hill Primary School

Summer Term 2021 Curriculum Plan

Year 6

English	<p>During the first half of the summer term, the children will be tasked with improving their informative writing through non-chronological reports. There will be no typical 'Cold Write' assessment to begin this unit as we are aware that, due to the 'Lockdown' during the summer months of 2020, it was not taught as an entire unit in Year 5 as planned. Therefore, the unit will begin with a more unorthodox, low stakes quiz to assess how much they know about writing to inform the reader.</p> <p>The children will begin by writing a report based on our school. They will then have the opportunity to research and deliver reports based on both personal interests and cross-curricular study.</p> <p>In the last half term, the children will write a suspense story. After attempting a 'Cold Write', the children will have the option of choosing a fear based on personal experience or using one of the irrational fears that commonly affect young people growing up. The children who are able to imitate a narrative will then innovate to create stories that will be unique despite following a similar plot path during the planning stage.</p> <p>The children will, once again, be encouraged to savour the re-drafting process and learn to craft and manipulate the nuanced details within their work to improve their writing.</p> <p>Reading is, again, assessed and all children will continue to be encouraged to read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. The children will continue to take part in weekly, text-type specific reading comprehension tasks to develop their understanding of the unit and improve their ability to infer and deduce.</p> <p>Pupils will practise handwriting and be encouraged to increase their speed, so that their accuracy of forming letters does not hinder their ability to quickly jot down their ideas. We will be using a combination of the 'Penpals' handwriting scheme and longstanding strategies to ensure consistency in letter formation and legibility.</p>
Mathematics	<p>Following our previous unit on algebra, the pupils will be exploring how to calculate the area of rectangles, triangles and parallelograms. Subsequently, the unit will progress to allow the pupils to explore multiple methods for calculating the area of a triangle. The chapter ends with the children finding the area for a parallelogram using the triangle method.</p> <p>Next, the pupils will be developing their understanding of volume as it relates to cubes and cuboids. At the beginning of the chapter, they are working with concrete materials to expose the meaning of volume thoroughly. As the chapter progresses, pupils are</p>

	<p>determining the formula for the volume of cubes and cuboids, estimating volumes and calculating total volumes with a formula.</p> <p>In the final geometry unit, our pupils will be investigating angles on their own. The chapter begins with pupils looking at vertically opposite angles before solving word problems involving angles. They will then be looking at angles in triangles and quadrilaterals and using that information to complete lessons on word problems.</p> <p>Immediately after that, the children will work with polygons on co-ordinate grids. They will differentiate between translation and reflection before moving on to expressing movement using algebra. Pupils will begin to use a co-ordinates grid from different starting points and recode the coordinates of the points. The co-ordinate grids become more complex as the chapter progresses, using all four quadrants and translating and reflecting objects.</p> <p>In this next chapter, our pupils will learn to present and interpret information in different ways. The unit begins with lessons exploring the mean, but also briefly looking at other ways of showing averages. They then move on to showing information on different types of graph. The pupils will revise different types of graphs and tables before spending several lessons drawing, reading and interpreting pie charts. This chapter ends with a Mind Workout that uses pupils' understanding of average.</p> <p>We will finalise our learning with a short chapter on adding and subtracting negative numbers. The first lesson involves recognising patterns that arise when adding and subtracting negative numbers on a number line. The second lesson has the pupils developing number stories for equations involving a negative number.</p>
<p>Science</p>	<p>Animals including Humans</p> <p>In this topic, children build on learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system). We will consider life processes that are internal to the body (such as the circulatory system) and the impact of lifestyle choices on bodies, particularly of humans, is also considered. We will discuss changes to recommendations over time and the idea that scientists are continually finding out what is good and bad for us so that the children can understand that, as more research is carried out, we will likely change the way we think about the human body continuously over time.</p> <p>Light</p> <p>This unit will build on the work carried out in Year 3 on light, shadows and reflection. The topic introduces the children to the notion of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we are able to see things. When this core understanding is established, the children will then apply their knowledge and skills to look at the production of shadows and start to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows. The children will be using scientific skills to raise and answer questions.</p>

<p>Computing</p>	<p>During the first half term, the unit will be 'Computers: Past, Present and Future'. The children will design and create digital content to accomplish goals. They will all be taught to use search technologies effectively and be discerning in evaluating digital content. We will help the children to understand how technology has changed over time and represent it as an interactive timeline. Our aim is for the children to understand the impact (positive and negative) that technological changes have on society and be able to predict how technology will change in the future.</p> <p>In the second half of the summer term, we will be exploring photo editing. The children will learn to edit a photo/image using an online editor (Pixlr); take and crop a screenshot and learn about ratios; adjust the colours, brightness, contrast and filters. From there, we will learn to add drawing and text layers; import new images as layers and resize/add effects. Once we have a final product that satisfies our success criteria, we will the importance of saving a finished image to use in other projects.</p>
<p>Art and Design and Technology</p>	<p>During our first half term, the children will learn about portrait painting. They will learn to draw and execute a number of portraits in different styles. We will explore the work of Julian Opie, who will inspire us to draw self-portraits, before moving onto using stencils to create artwork in the style of Andy Warhol. A key piece will be 'Dora Maar' by Pablo Picasso: we will be looking at proportion and abstract portrait variations.</p> <p>The second half term will focus on 'Art from Africa'. In this unit of work, the children will consolidate their learning in sculpture, textiles and printing. The children will also learn about the technique of tie-dye. African mask design will form a prominent part of our learning. We will discuss symmetry and sketch our mask design in stages before the children progress to creating a mask using a range of techniques and tools.</p>
<p>Humanities</p>	<p>This term will begin with a continuation of our spring topic: Our Angry Earth. Initially, we will continue to look at volcanoes and delve deeper into some real life 'historical' eruptions. Following that, we will learn how physical geography affects human geography - we will use earthquake and volcano hit places as real life examples, Our learning in the unit will conclude with a lesson on World Aid. We will consider how charities and the government support people who have been affected by natural disasters.</p> <p>Our final topic of the year will be "Plagues and Pandemics". We will look at The Black Death and sweating sickness during The Middle Ages, The Great Plague of 1665 (linking back to Year 2 and the 'Great Fire of London') and our current pandemic. Each era will cover two lessons: one looking at the historical aspect to build a chronological understanding of British time periods; the second, with a geographical focus, will be taking a closer look at the location it originated from.</p>

<p>French</p>	<p>The 2020 Lockdown has affected the way we have prioritised our lesson sequencing in Year Six. This term, we will be focusing on planets. The children will be encouraged to engage in conversation revolving around the different planets in our solar system. After we have revisited the names of the planets in English, we will try to learn the names of each of the planets in French using the order of their distance from the Sun:</p> <p>Mercury (<i>Mercur</i>), Venus (<i>Vénus</i>), Earth (<i>la terre</i>)...</p> <p>To the end the year, we will be building on the Year 5 unit of French celebrations and festivals. The children will look at each one individually and learn key facts whilst discussing some of the differences and similarities to comparable festivals in the UK. As this unit was missed to the 2020 lockdown, we will begin adjust the lesson sequencing so that all children will gain exposure to a wide array of French traditions. Our learning journey will begin by looking at the two most widely celebrated holidays in France are Bastille Day (14 July) and All Saints Day (1 November).</p>
<p>Music</p>	<p>Our first half term will be focusing on ‘Music and Me’. Throughout this series, the students will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. Four British female contemporary artists are featured: Shiva Feshareki, Eska Mtungwazi, Afrodeutsche and Anna Meredith.</p> <p>In the second half of the summer term, the ‘Reflect, Rewind and Replay’ unit consolidates the learning that has occurred during the year. All of the learning is focused around revisiting songs and musical activities - a context for the History of Music and the beginnings of the Language of Music.</p>
<p>Physical Education</p>	<p>The first half term will consist of gymnastics lessons. In this unit, the children will work with ‘Beth Tweddle Gymnastics’ to learn how to create longer sequences of movement. They will be expected to complete solo performances and also function successfully as part of a small team. They will learn a wider range of actions such as inverted movements to include cartwheels and handstands. Whilst working in pairs, the children will explore partner relationships such as synchronisation, matching and mirroring.</p> <p>In the second half term, the children will do lessons based on athletics. In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to</p>

	<p>others.</p> <p>As in all units, pupils develop physical, social, emotional and thinking ‘whole child’ objectives.</p>
<p>RE</p>	<p>Learning during the first half term will focus on Buddhism. We will look at what it means to live a ‘good life’. The children will learn, for Buddha, the path to happiness starts from an understanding of the root causes of suffering. We will learn about The Four Noble Truths: truth of suffering, the truth of the cause of suffering, the truth of the end of suffering, and the truth of the path that leads to the end of suffering. The children will also study The Eightfold Path: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi (‘meditative absorption or union’).</p> <p>Our second half term will continue our focus on Christianity. The children will debate the age-old question, ‘If life is like a journey then what is the destination?’ The children will learn about the concept of forgiveness and salvation and that The Holy Spirit helps Christians to follow the teachings of God, and God recognises that everyone will sin but that they will turn to God in repentance</p> <p>As always, we will discuss religion openly and ensure that no bias is put onto any religions.</p>
<p>PSHE</p>	<p>Our final half term will focus on ‘Changing Me’. We will be working in partnership with the Tim Parry Jonathan Ball Foundation for Peace to work on a unit centred on the tragic 1993 Warrington Bombing. The children will discuss how something good could possibly grow from something so seemingly evil and sad. This unit of work will be designed to allow the children to stop and consider the fact that they may, themselves, have to deal with tragic and difficult situations. We will discuss coping mechanism and how to deal with conflict appropriately. We will try to instil the message the conflict is inevitable, yet violence achieves nothing.</p> <p>The last half term will focus on ‘Relationships’. By the end of this unit, the children will be able to explain the feelings they might experience if they were to lose somebody special. They will understand how people typically react when they need to stand up for themselves and their friends in real or online situations. They will learn and strategies to help them to manage these feelings and situations.</p>