



**Year 6 Summer Term A**

**Topic: 'The Blitz: life on the home front'**

SATs week - May - children will complete national tests in reading, spelling, grammar, punctuation and mathematics

Teacher assessment of standards in writing will be based on a range of tasks completed in April, May and June.

**English**

- Class book 'Goodnight Mr Tom' by Michelle Magorian
- Revision of reading comprehension skills
- Reading and analysing poetry
- Revising and applying all previously taught grammar skills
- Writing narratives, including flashbacks
- Using a wide range of punctuation marks accurately



**Maths**

- Statistics - interpret and construct line graphs and pie charts, use these to solve problems; find the mean average
- Finding ratios
- Revision of key concepts from earlier in the year
- Ensuring speed and fluency with addition, subtraction, multiplication and division of whole numbers, decimals and fractions




**How you can help at home:**

- Read with your child, even if they are a fluent and confident reader, asking comprehension questions; there are example questions to guide you in the Y6 google classroom
- Encourage your child to read independently for sustained periods
- Learn weekly spellings (these are set as homework in the Y6 google classroom)

**How you can help at home:**

- Encourage your child to complete weekly homework - Mathletics tasks set weekly on Fridays
- Practise rapid recall of times tables and linked division facts
- Use opportunities to tell the time in daily life
- You will find a summary of the written calculation methods we teach in school in the Y6 google classroom.



Science	History	Geography	Art and Design	Design Technology	Music	P.E	PSHE	Computing	Spanish	RE
<p><b>Living things and their habitats:</b> Know about the five basic kingdoms of classification</p> <p>Focus on micro-organisms, investigating mould</p> <p>Use and create identification keys, looking at leaves and flowers</p> <p>Investigate earthworms</p> 	<p><b>Local Study: World War II</b> What was life like in the Fens in the early part of the 20th century? How did life change during WWII (evacuation, air raids, blackout, rationing)?</p>  <p>Why was March a target for German bombers?</p> <p>Ask and answer questions about Jim Hocking - why is he remembered as a local hero?</p>	<p>To be a focus in the second half of term</p>	<p><b>Drawing:</b> To develop drawing skills using chalk and charcoal.</p>  <p>After looking at Henry Moore's sketches from the Underground in the Blitz, draw our own images of people in air raid shelters.</p>	<p>To be a focus in the second half of term</p> <p><b>Food:</b> recipes from World War II and the era of rationing - scones, jam and cream</p>	<p>Improve singing techniques - breathing, posture, legato and staccato</p> <p>Develop understanding of phrases and other musical structures, listening to a variety of pieces</p> <p>Extend control and understanding of pitch through rounds and part songs</p>	<p><b>Swimming:</b> Swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. Perform safe self-rescue in different water-based situations</p> <p><b>Athletics:</b> running throwing and jumping skills</p>  <p><b>Striking and fielding skills:</b> cricket</p>	<p><b>Staying Safe: Protective Behaviours:</b> how can I keep myself safe? Who is part of my personal network for support?</p> <p><b>Citizenship:</b> Understand role of law in society</p>  <p>Begin to understand how laws are made and role of Parliament, MPs and local councils</p>	<p><b>Creating Media: 3D modelling</b> Become familiar with working in 3D through house design task including grouping objects</p> <p>Make accurate 3D models of everyday objects</p> <p>Plan, develop and evaluate a 3D model of a photo frame</p> <p>Software used: Tinkercad</p>	<p><b>Experience day:</b> Using and applying Spanish vocabulary and phrases in role play of restaurant experience.</p> <p>Tasting Spanish food and learning more about Spanish culture.</p> 	<p><b>Buddhism:</b> What does it mean to be a Buddhist?</p>  <p>The Holy Book</p> <p>Buddhist Temples</p>  <p>The Four Noble Truths</p> <p>How do Buddhists respond to suffering?</p>