



## YEAR 6 SUMMER 2 SURVIVAL

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

### KEY TEXTS AND IMAGES

	<p>Fossils</p>	<p>ANCIENT CIVILIZATIONS, EXPLORED</p> <p>EXPLORE THE MODE</p>	
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<b>ACADEMIC EXCELLENCE</b>	<p>Set challenging goals and work towards these                  Focus on next steps and acting on feedback to improve                  Review progress against own targets                  Know that only our best is good enough</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone                  Continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers                  Sports competitions                  Sports week                  Representing school in inter school sporting competitions                  Social Media talk with D.C. Andy Kevan                  Taking part in BMX at the Manchester Velodrome during Sports Week</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with focus on consolidating all 5Rs:  <b>Ready, Responsible, Resilient, Reflective, resourceful.</b>                  Work towards Platinum Learning to Learn Awards                  Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Assemblies – linked to school aims                  Year 6 responsibilities – year 6 as role models                  Adapting behaviours according to environments and audiences – home, school, school visits                  No Outsiders – Dreams of freedom, knowing our rights                  Keeping mentally healthy – anxiety gremlin, strategies for worries on moving to High School                  High School visits                  Summer performance                  Leavers' Service                  Year 6 fair                  Design own page in 'leavers year book'                  Continue to support local community by promoting the food bank                  'Streetlaw' Workshop</p>



<b>ENGLISH</b>	<b>READING</b>	<p>Read range of genres that expands knowledge</p> <p>Support inferences with evidence</p> <p>Summarise key points in text</p> <p>Identify how language contribute to meanings</p> <p>Discuss use of figurative language</p> <p>Discuss and explain reading, providing reasoned justification</p>	<b>MATHS</b>	<p><b>Solving Word Problems</b></p> <p>Review of work on Algebra</p> <p>Review of work on Ratio</p> <p>Year 7 ready work – Themed Projects from White Rose Maths</p>
	<b>WRITING</b>	<p><i>Identifying</i> the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>		
	<b>SPELLING / GPS</b>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words from 5/6 statutory spelling list</p>		
	<b>SPOKEN LANGUAGE</b>	<p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>		



<b>SCIENCE</b>	Finish variation and Adaptation from Summer 1 <b>FOSSILS</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. <b>Working scientifically</b> – Identifying scientific evidence that has been used to support or refute ideas or arguments. <b>Enquiry Question</b> - How have fossils changed over time and does this provide evidence for evolution? <b>Areas to consider to answer the enquiry question:</b> Fossil Formation Exploring fossils Mary Anning <b>Themed Projects – Year 7 ready</b> Project 1 - Melting points Project 2 - Thermal conductivity
<b>HISTORY</b>	<b>Topic: What did the Ancient Civilisations Have in Common?</b> <b>Areas we will cover:</b> The civilisations of Ancient Egypt, Indus and Shang Dynasty in Ancient China And to know the greatest achievement of each civilisation To know what each civilisation needed to have to function as a city How archaeology allowed us to learn about the past Know more in-depth knowledge about the Indus Valley civilisation Know that the different civilisations all started and finished at different times (but there was one point when they were all building cities and developing their civilisations at the same time) Understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time <b>Historical Enquiry</b> - Use secondary sources to find out information about the past; make comparisons across historical periods; ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; conduct an in-depth study of the Indus Valley or Shang Dynasty

<b>COMPUTING</b>	<b>Quizzing</b>  To create a picture based quiz for young children To learn how to use the question types within 2Quiz To explore the grammar quizzes To make a quiz that requires the player to search a database To make a survey and analyse the responses
<b>GEOGRAPHY</b>	Complete Pensarn – carried over from summer 1  History Focus



<b>MFL</b>	<p><b>The theme of this half term is fashion and ordering food</b></p> <p>To give an opinion and justify using a conjunction and adjective To use knowledge of previous ER verbs to conjugate 'porter' (to wear)</p>
<b>DESIGN TECHNOLOGY</b>	<p><b>Year 6 enterprise fair</b></p> <p>The opportunity to try running 'our' very own business. A full year group event where students are off timetable and can explore the world of business. Developing the life skills, knowledge &amp; confidence needed to succeed in the changing world of work. Helping children adopt a positive mind-set as well as valuable life skills and attributes.</p>
<b>MUSIC</b>	<p>Analyse and describe melodies. Perform effectively, with an awareness of others, a variety of songs from various traditions and styles. Create a variety of musical melodies using pitched instruments and musical notation.</p>
<b>PSHE</b>	<p>To understand how emotions can change during puberty and strategies for managing these Ongoing - online safety (DC Kevan Visit) First Aid AECPS Year Book Transition to high school preparation (inc. link with Wilmslow Youth)</p>

<b>PHYSICAL EDUCATION</b>	<p>To perform different types of jumps for distance and height (standing broad, triple and high) using accurate actions and techniques with control and fluency Be able to perform dynamic jumping combinations with control To improve a variety of running skills, applying a difference in pace over several distances Be able to apply quick reactions using rapid acceleration or sustain running at a consistent pace in various distances To execute speed and fluency running over obstacles To effectively throw with speed and power and apply the appropriate force to a variety of objects - foam javelin, shot put and discus To perform triple jump combination sequences using a preferred run up technique with balance and control</p>
<b>ART AND DESIGN</b>	<p><b>Complete - Self Portrait for self - expression – From summer 1</b> Sculpting Develop skills when working with clay to create a solid figure Smooth, mould, pinch and shape to provide form and perspective Use clay tools confidently to mark and give detail Add details to convey expression/movement Activity: Create a clay monkey</p>
<b>R.E.</b>	<p>What motivates people to work together to impact the UK and the wider world? To explore the role of heroes and saints in different faiths. To explore what motivates them to act as they do.</p>
<b>ENRICHMENT</b>	<p>Sports week to try different sports Sports day to compete in different sports Summer show, experience acting, singing, dancing 'Streetlaw' Workshop AECPS – Year Book Visit from D.C Andy Kevan End of year production Leavers service</p>