Hiltingbury Junior School

| Year 6 Summer 1 Curriculum | Overview Summary |
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| | NV 1.4 | 14/ | Tear of Summer 1 Cu | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | | | |
| | | | | | | | | | |
| English | Titanic – During our visit to the Sea City | | Wolf Brother – A narrative written from an | | The Ways of the Wolf by Smriti Prasadam- Halls: | | | | |
| | museum we carry out workshops exploring | | alternative viewpoint expressing one of the | | Linking to our terms theme of wolves, we explore advanced clause structures and | | | | |
| | who was to blame for the s | - | main character's viewpoints. | | vocabulary of this non fictions text about wolves. Using this as a stimulus, we write | | | | |
| | Titanic. We will then use th | | | | our own information text 'Ways of the dragon' | | | | |
| | balanced argument and dr conclusions on who was to l | | | | | - | | | |
| | disaster. | blame for the | | | | | | | |
| Grammar | uisaster. | | Recap of grammar skills taught (ongoing and as necessary) | | | | | | |
| Grannia | Recap of graninial skins taught (ongoing and as necessary) | | | | | | | | |
| Spelling | Use a thesaurus accurately | | Explore the etymology of words | | Use the first three or four letters | Revision of apostrophes (singular and | | | |
| | Further exploration of rare GPCs in spelling | | Revision of words with silent letters | | of a word to check spelling, | possessive) | | | |
| | | | | | meaning or both of these in a | | | | |
| | | | | | dictionary | | | | |
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| Reading | Continue Wolf Brother by Michelle Paver. We explore the text, learning, practicing and applying a range of reading skills | | | | | | | | |
| Maths | Ratio and proportion Revision | | | | | | | | |
| Science | Ratio and proportion | | | | | | | | |
| Science | Living things and their habitats - We investigate how living things are classified into broad groups according to common observable characteristics based on similarities and differences, including microarganisms, plants and animals | | | | | | | | |
| P.E. | differences, including microorganisms, plants and animals. Gymnastics– using apparatus to develop and perform a range of gymnastics skills as part of a seqeqnce. | | | | | | | | |
| F.L. | Cymnastics — using apparatus to develop and perform a range of gymnastics skills as part of a seqeqnce. | | | | | | | | |
| Games | Invasion Games - : we look at the two key skills of 'teamwork' and 'physical skills' within a range of invasion games | | | | | | | | |
| Computing | E-safety – Here, we fur | rther our | Coding – through the computing coding software Python, we continue to learn how to use algorithms to create instructions and we | | | | | | |
| | understanding of how to keep | p ourselves and | then move on to making our own simple game. | | | | | | |
| | others safe onlir | ne. | | | | | | | |
| History | Ancient Greece – we travel back roughly 2,500 years back to Ancient Greece to explore the legacies of this fascinating civilisation from the Olympics to gods and goddesses. | | | | | | | | |
| R.E. | Power – explore the concept of 'power' within the context of different religions including Islam and Christianity | | | | | | | | |
| PDL | Building Relationships – drugs, SRE, media influence within our lives and basic first aid. | | | | | | | | |
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| DT/Art | Bread – here the children have the opportunity to taste different bread types before designing and making their own Mediterranean-inspired bread. | | | | | | | | |
| French | Continuation of 'Le cafe' - In this unit we practise the following skills - learning vocabulary and phrases to enable the children to order in a french cafe and develop our language | | | | | | | | |
| | learning strategies to help us remember these. | | | | | | | | |
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