

Dear Parents/Carers,.



## **GENERAL INFORMATION – SUMMER TERM 2021**

### **DATES FOR YOUR DIARY** (More will be added if restrictions continue to be lifted).

- ❖ **Year 6 Memory Book Photos** – Friday 21<sup>st</sup> May
- ❖ **Half-Term** – We will break for Half-term at 15:10 on Friday 28<sup>th</sup> May until 08:45 on Monday 7<sup>th</sup> June
- ❖ **Year 6 Forest School at West Lodge** - 29<sup>th</sup> June, 1<sup>st</sup> July, 8<sup>th</sup> July – TBC which class will go on which date.
- ❖ **Year 6 Sports Day** – Tuesday 6<sup>th</sup> July (PM – TBC)
- ❖ **Transition Day** - Monday 12<sup>th</sup> July (TBC)
- ❖ **Year 6 Performance / Disco** – During the last week of term (WC 19<sup>th</sup> July – TBC)
- ❖ **Close for Summer** – Friday 23<sup>rd</sup> July
- ❖ **PROBLEMS**  
Sometimes we all have problems; problems with work, problems with friends etc. You are always welcome to come and talk to your class teacher after school on the playground or via phone call and we will try and help sort the problem out.  
No problem is too small or silly. If we know about it we can help sort it.
- ❖ **SUMMER TERM CURRICULUM**  
Our focus during the Summer Term is on our new topic of 'Australia'.  
All other curriculum subjects will link to the unit focus for the term.  
In Science we will be studying 'A journey through our Body', which includes a unit on healthy lifestyles.  
In Maths we will be consolidating our learning from the year so far, which will include work on Arithmetic of the 4 rules.  
The main focus will be on developing Mathematical Reasoning.

*Year 6 team*



## Year 6 Curriculum Overview: Summer 2021

### AUSTRALIA



**Hooks for learning:**  
Stories from Australia

**Texts:**  
Variety of non-fiction texts

**As scientists can we...?**

- Make predictions with reasons.
- Present and report on their findings accurately.
- Use graphs to answer scientific questions.
- Name and explain the main functions of the human body?
- Explore the work of medical pioneers such as William Harvey and Gallen and recognise how much we have we learnt about our bodies.

**At home...**

Discuss why exercise and a healthy lifestyle are so important. How could you be more healthy?

**As Historians can we...?**

- Understand how Australia became a nation?
- Understand the importance of aboriginal history?
- Understand the changes in the reasons for migrating to Australia over time?

**As thinkers can we...?**

- Think about why people might migrate to Australia

**At home...**

Why people may want to leave the UK and start a new life in Australia

**As Geographers can we...?**

- Locate countries, concentrating on their environmental regions, key physical and human characteristics?
- Make careful measurements and draw the data?
- Use maps, plans and web resources to describe a locality?
- Give extended descriptions of the physical features?
- Explain how timezones work and plan a journey to another part of the world?
- Explain how human activity has caused an environment to change?
- To recognise the features of the Great Barrier Reef?

**At home...**

Talk about timezones, climate and environmental issues that we currently face. Discuss the countries, capital cities and cities in the Australian continent.

**As talkers can we...?**

- Consider the importance of The Great Barrier Reef?
- Collect information and present what we have found?
- Consider how life is different for migrants in the past to migrants today

**At home...**

Talk about the historical rivalry between UK and Australia

**As designers can we...**

- Use a range of information to inform a design.
- Develop and define plans as necessary.
- Consider culture and society in our design.

**As writers can we...?**

- Write a formal and/or informal letter, managing shifts in formality.
- Plan and write a flashback story.
- Write a recount based on a visit to the Great Barrier Reef.

**SMSC...**

- Discussing different opinions and beliefs of people from different parts of the world
- Understand the consequences of behaviour and actions.
- Investigate moral & ethical issues.
- Co-operating to solve conflicts
- Encourage pupils to accept responsibility for their behaviour and contribute positively to the wider society.

**Using Technology/music can we...?**

- Use a range resources to create a montage / collage based on an aspect of Australian heritage.
- Find out about samba dancing/ music and perform to an audience?

**As Artists can we...?**

- Understand what is meant by Aboriginal art?
- Use collage/mixed media to create designs?
- Use the Pointillism technique to create abstract designs?
- Use modelling materials to create Australian artefacts?