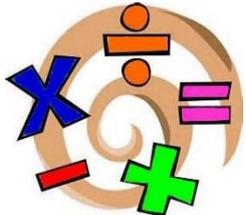




Curriculum Overview for Summer Term 2018

Year Group: 6		
Subject	Topics	Key learning focus
<p>English</p> 	<p><b>Our genres for this term are:</b></p> <ul style="list-style-type: none"> <li>• Fiction: adventure stories.</li> <li>• Poetry: imagery</li> <li>• Non Fiction: Information Texts</li> <li>• Non Fiction: reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating cohesion within and across paragraphs using adverbials, repeated reference and pronouns.</li> <li>• Using relative clauses to add additional information to a noun.</li> <li>• Developing characters and settings and vocabulary while moving the story forward.</li> <li>• To use different sentence structures to organise and present information.</li> <li>• To use the passive voice.</li> <li>• Using adverbials and expanded noun phrases to provide additional information.</li> <li>• Using organisational devices;</li> <li>• Performing poetry learned by heart using appropriate intonation, tone and volume</li> <li>• To plan writing by researching and summarising.</li> <li>• To use different texts to inspire planning for writing.</li> <li>• To be able to read words within context using a variety of different strategies.</li> <li>• To retrieve information from a non-fiction text.</li> <li>• To infer on character feelings, motivations and actions while supporting it with evidence from the text.</li> </ul>
<p>Mathematics</p> 	<p><b>The units for this term:</b></p> <ul style="list-style-type: none"> <li>• Revision of fractions, decimals and percentages.</li> <li>• Revision of place value;</li> <li>• Revision of Measurement;</li> <li>• Revision of calculations;</li> <li>• Arithmetic practise;</li> <li>• Problem solving involving all four operations</li> </ul>	<p><b>We will be primarily be focusing on:</b></p> <ul style="list-style-type: none"> <li>• Ordering and simplifying fractions</li> <li>• Mental calculations</li> <li>• Adding, subtracting, multiplying and dividing fractions.</li> <li>• Looking at decimal, fraction and percentage equivalencies</li> <li>• Long multiplication</li> <li>• Short and Long Division;</li> </ul>

	including decimals and money in context.	<ul style="list-style-type: none"> <li>• Conversion between units of measurements;</li> <li>• Angles, perimeter and area.</li> <li>• Contextualised worded problems throughout with focus on multi step problems.</li> </ul>
<b>Science</b> 	<ul style="list-style-type: none"> <li>• Light</li> <li>• Electricity</li> <li>• <b>Final outcome:</b> to create a periscope using the physical principles of light</li> <li>• building an function game with an electrical component.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at sources of light;</li> <li>• Reflection and refraction;</li> <li>• Translucent, opaque, transparent materials;</li> <li>• Shadows;</li> <li>• Looking at sources of electricity;</li> <li>• How to remain safe around electricity;</li> <li>• Simple circuits and series circuits.</li> <li>•</li> </ul>
<b>History/Geography</b> 	<ul style="list-style-type: none"> <li>• Local Castles</li> <li>• <b>Final outcome:</b> visit to Windsor castle.</li> <li>• Rebranding Slough</li> <li>• <b>Final outcome:</b> redesigning Slough to look at the needs of youth today.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at the current monarchy.</li> <li>• The history of Windsor;</li> <li>• Windsor Castle;</li> <li>• Looking at mapping of Slough;</li> <li>• Look at the impact of the London overflow;</li> <li>• Look at the designing of cities and how the time period effected the settlement of modern day Slough.</li> </ul>
<b>Art/DT</b> 	<ul style="list-style-type: none"> <li>• Creating model of Windsor Castle;</li> <li>• Sketching and painting a local Landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Using modern technology to help plan and design;</li> <li>• Using research skills to look at modern building techniques.</li> <li>• Visiting a local landmark;</li> <li>• Developing sketching techniques.</li> </ul>
<b>Religious education</b> 	<ul style="list-style-type: none"> <li>• Believing</li> </ul>	<p>Should religious people be sad when someone dies?</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Christian interpretations of the resurrection of Jesus as evidence of life after death</li> <li>• Christian beliefs and teachings about life after death, resurrection of the body, heaven and the Kingdom of God</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Find out about Muslim beliefs about life after death, and heaven</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Sikh belief in reincarnation</li> </ul>

		<b>Buddhism</b> <ul style="list-style-type: none"> <li>• Buddhist teachings on rebirth</li> </ul>
<b>Computing</b> 	<ul style="list-style-type: none"> <li>• Coding</li> <li>• <b>Final outcome:</b> to create a simple application using coding.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking how to use coding to create simple applications</li> </ul>
<b>French</b> 	<ul style="list-style-type: none"> <li>• Everyday conversation;</li> <li>• Traditional stories in French</li> <li>• Songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn the essentials of French conversation</li> </ul>