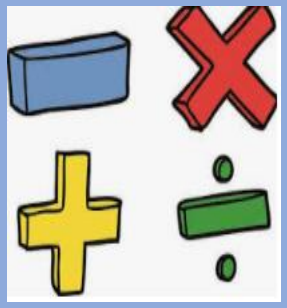
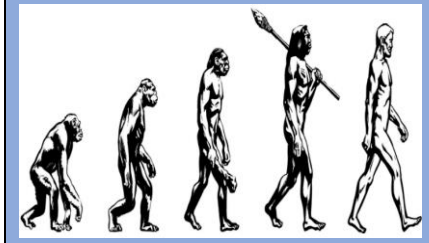
Year 6- Mrs Sewell and Mrs Cook	Summer Term 2024-2025 Raiders, Traders or Settlers - Anglo-Saxons and Vikings		
English Term 6 novel TBC	Novels: Anglo-Saxon Boy by Tony Bradman *Daily Guided Reading activities* *Summer 1* • *Explanation – the water cycle* • *Narrative (Anglo-Saxon boy)* • *Character description* • *Setting description* • *Biography – King Alfred* *Summer 2* • *Play scripts* • *Persuasive writing* • *Narrative – writing the next chapter* • *Non-chronological report*	Maths 	**Geometry** • *Measure and classify angles* • *Angles in triangles, quadrilaterals and polygons* • *Circles* • *Nets of 3D shapes* **Position And Direction** • *Plot in 4 quadrants* • *Coordinate problems* • *Translations and reflections* Revision And Consolidation Themed Projects: • *The "Tour Company" (linked to choosing location, distances, 4 operations with money, budgets, etc.* • *The" Business" (linked to jobs and pay, bills, mortgages, etc)* • *"The Bakery" (linked to scaling and proportion in recipes, time, mass, profit and loss, etc)*

SCIENCE



Evolution and Inheritance

- *To recognise that living things have changed over time*
- *To know that fossils provide information about living things that inhabited the Earth millions of years ago*
- *To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*
- *To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.*

Living things and their habitats

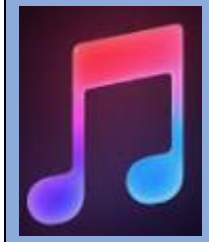
- *To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals*
- *To give reasons for classifying plants and animals based on specific characteristics.*
- *To use classification systems and keys to identify some animals and plants in the immediate environment.*
- *To research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.*

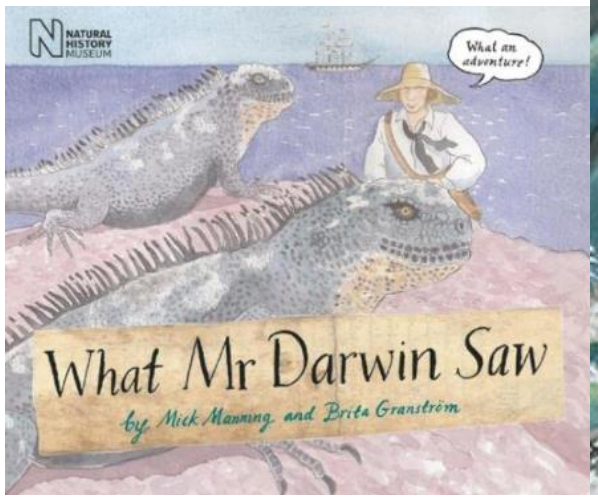
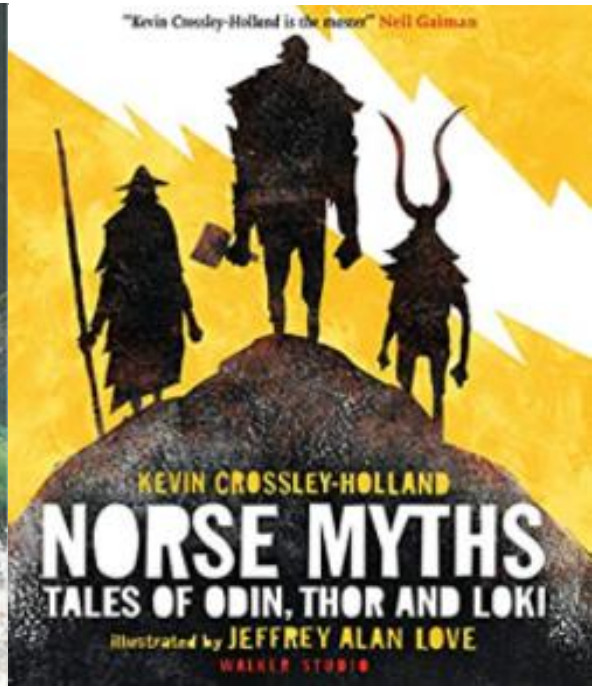
HISTORY

Britain's settlement by Anglo-Saxons and Scots

- *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- *Know the reasons why the Saxons invaded and settled in Britain*
- *Anglo-Saxon art and culture*
- *The changing role of religion during the Anglo-Saxon period*
- *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*
- *focus on Sutton-Hoo as a primary source of information*
- *the roles of men and women*
- *focus on Alfred the Great as a significant figure*
- *Anglo-Saxon laws and punishments*
- *The legacy of the Anglo-Saxons and Vikings*

PSHE 	**Relationships** • *What is mental health?* • *My mental health* • *Love and loss* • *Power and control* • *Online safety* • *Using technology responsibly* **Changing Me** • *Self-image* • *Puberty* • *Conception to birth* • *Boyfriends and girlfriends* • *Real self and ideal self* • *The year ahead*	RE 	***Islam - Beliefs and Moral Values Religion*** • *Does belief in Akhirah (life after death) help Muslims lead good lives?* ***Islam - The Qur'an – Holy Book*** • *How is the Qur'an vital to Muslims today? Theme: Religion: Islam*
ART 	**Typography- from the Book of Kells to the Modern day** • *Study of modern-day fonts* • *Create own font* • *Study of the Book of Kells* • *Create a Celtic design for their initial* • *Illuminated letters using different media* • *Study of 'Demuth'* • *Design own 'Demuth' style letter/type*	Design and Technology 	**Electrical Systems- More complex switches and Circuits-** *Working with the DT Lead from Bourne Grammar School, the children will be using their knowledge of electricity circuits from last term to design and make a small torch.* **Food – summer banquet** *The children will plan, prepare and create a summer banquet as part of their leaving celebrations.*

MUSIC 	**Composing and performing a leavers' song** • *Identify and evaluate the musical features of a song* • *Contribute ideas to a group verse and chorus* • *Fit an existing melody over a four-chord backing track* • *Record melodies using letter notations* • *Perform with confidence.* ***Summer 2 – Y6 Production*** *The children will be learning songs for their Year 6 production – more details to follow!*	MFL 	**Spanish - Food And Drink** • *By the end of this unit, pupils will have the knowledge and skills necessary to say and write what they are ordering to eat and/or drink, centred around role-play In a Spanish cafeteria.* **Spanish – The Olympics** • *Through the medium of this event, pupils will be taught the skills to understand slightly longer and more complicated text. They will learn to 'gist' read, listen and understand more familiar language to decode unknown language.*
PE 	Summer 1 – Athletics and cricket - *Short and long distance running* - *Relay* - *Bowling technique* - *Batting techniques* - *Fielding* - *Tactics* Summer 2 – Athletics and rounders - *Throwing for distance – shot put, discus and javelin* - *Long jump and triple jump* - *Accurate throwing* - *Fielding* - *Tactics for getting opponents out*	COMPUTING 	**3D modelling** *Planning, developing, and evaluating 3D computer models of physical objects* **Sensing** *Designing and coding a project that captures inputs from a physical device*

Additional information	**PE days** *Tuesday and Friday* *Year 6 will be having Forest School in summer 2 on Thursdays.*

Recommended texts for Year 6 linked to our topics