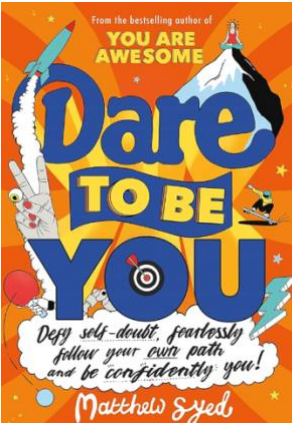
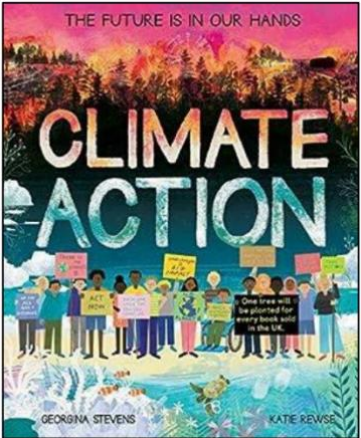
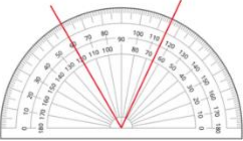
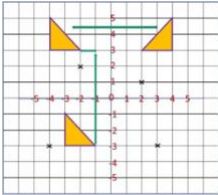


Year 6: Summer Term Curriculum Information for Parents 2024-25

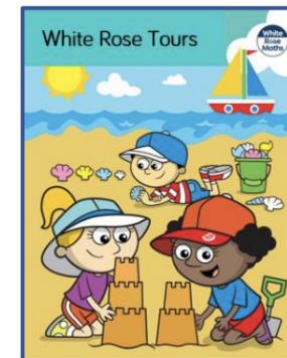


Subject Area	Curriculum Information	
<p style="text-align: center;">English</p>	<p>Reading Dare to be You</p> <ul style="list-style-type: none"> ○ Focus on the core text for predicting and giving a personal response ○ Focus on a diary extract, a report and a narrative extract for retrieval ○ Focus on the core text for summarising and understanding themes ○ Focus on a biography, a narrative extract and a news report for inference ○ Focus on the core text for comparing and understanding authorial intent ○ Focus on an extended narrative and a biography for retrieval ○ Focus on the core text for summarising and giving a personal response ○ Focus on a narrative extract, a personal recount and a combined persuasive and explanatory text for inference. 	<p>Climate Action</p> <ul style="list-style-type: none"> ○ Focus on the core text for summarising and authorial intent ○ Focus on a newspaper report and diary entry for retrieval ○ Focus on the core text for comparing and developing a personal response ○ Focus on implicit information in a poem and narrative to draw inferences. 
	<p>Writing</p> <ul style="list-style-type: none"> ○ First Person Stories with a Moral ○ Extended First-Person Narrative (adventure Stories) ○ News reports ○ Discursive Writing and Speeches ○ Poems that create images and explore vocabulary ○ Shakespeare's Sonnets 	
<p style="text-align: center;">Maths</p>	<p>Geometry: Shape</p> <p>In this unit children will learn to:</p> <ul style="list-style-type: none"> • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • Draw given angles, and measure them in degrees (°) • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles 	<p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> • Draw shapes on a coordinate grid, suggesting possible coordinates for vertices of different shapes. • Solve problems in the first quadrant without the support of grid lines, using given coordinate information to find the coordinates of other points. 

Themed Projects, Consolidation and Problem Solving

These projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.

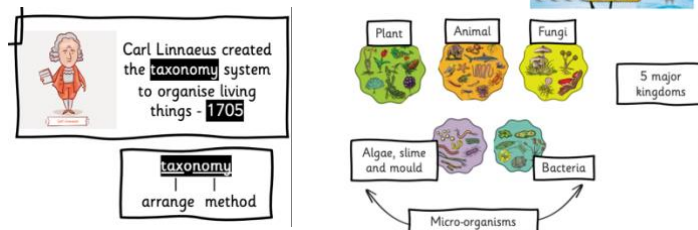
The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life.



Science

Living things and their habitats

- Who was the scientist Carl Linnaeus and what did he do?
- How do we classify vertebrates?
- How do we classify invertebrates we know?
- How do we classify invertebrates we don't know? (Sponges, Jellyfish and Flatworms)
- What are microorganisms?
- How do I classify plants?



Evolution and Inheritance

- How have living things changed over time? How do we know?
- How has life evolved over time?
- What is DNA and what does it do?
- Working scientifically
- Darwin and Wallace – what evidence did they share to argue the case for evolution?
- Survival of the fittest - how have animals adapted and evolved to suit their environment?



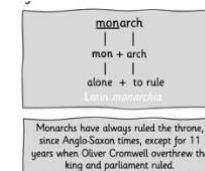
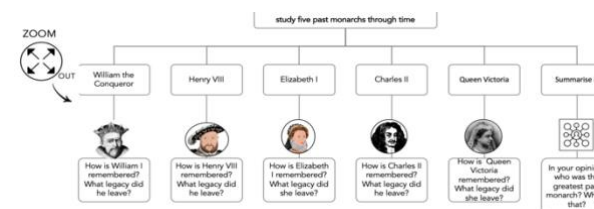
PRE (Philosophy, Religion and Ethics)




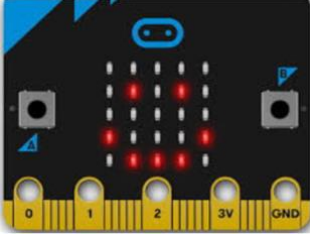
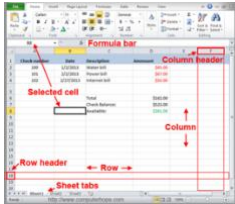


- This term builds on the knowledge of relationship between the self (atman) and the Supreme self (Bhagavan).
- The children gain an understanding on the different types of relationships with the Supreme self, looking at rasa-theology and the 5 types of rasas.
- Reflecting on the relationship between Krishna and Arjuna, children look at the difference between juniors, peers and seniors and the etiquette used with them- whilst also acknowledging spiritual equality.




History

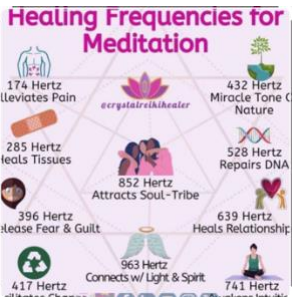



British History beyond 1066- Five significant Monarchs through time

- How is William I remembered? What legacy did he leave?
- How is Henry VIII remembered? What legacy did he leave?
- How is Elizabeth I remembered? What legacy did he leave?
- How is Charles II remembered? What legacy did he leave?
- How is Queen Victoria remembered? What legacy did she leave?
- **Debate:** In your opinion, who was the greatest past monarch? Why is that?



<p style="text-align: center;">Geography</p>	<p><u>Comparison of a region of the UK, Europe and North America (Continued)</u></p> <ul style="list-style-type: none"> The Caribbean and Jamaica: what do we know? What's the terrain like? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? 	<p><u>Orienteering, Map Skills and Navigation</u></p> <ul style="list-style-type: none"> What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? How do I navigate a simple outdoor course using controls?  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Orienteering symbols</p>  </div>
<p style="text-align: center;">Computing</p>	<p><u>Summer1: Programming – Sensing Movement</u></p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence, repetition, selection, and variables. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.</p> 	<p><u>Summer2: Data and Information – Spreadsheets</u></p> <p>This unit introduces children to spreadsheets. They will be taught:</p> <ul style="list-style-type: none"> To organise data into columns and rows to create their own data set. The importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. How to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Use spreadsheets to plan an event and answer questions. 
<p style="text-align: center;">Art</p>	<p><u>Sculpture and 3D</u></p> <p>This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</p> <p>Lesson 1: To analyse how art can explore the concept of self. Lesson 2: To explore sculptural techniques. Lesson 3: To use creative experience to develop ideas and plan a sculpture. Lesson 4: To apply an understanding of materials and techniques to work in 3D. Lesson 5: To problem solve, evaluate and refine artwork to achieve a chosen outcome.</p>	
<p style="text-align: center;">Design and Technology</p>	<p><u>Digital World: Navigating the World</u></p> <p>In this unit, children will be taught to:</p> <ul style="list-style-type: none"> Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. Self and peer evaluate a product concept against a list of design criteria with basic statements. Identify key industries that use 3D CAD modelling and why. 	

	<p>Lesson 1: To write a design brief and criteria based on a client request. Lesson 2: To write a program to include multiple functions as part of a navigation device. Lesson 3: To develop a sustainable product concept. Lesson 4: To develop 3D CAD skills to produce a virtual model. Lesson 5: To present a pitch to 'sell' the product to a specified client.</p>	
<p>PSHE linked to KAPSH Values</p>	<p><u>Summer 1: Changing Me</u> Lesson 1: My Self Image Lesson 2: Puberty Lesson 3: Adolescent Friendships Lesson 4: Real Self and Ideal Self Lesson 5: Sanga Session/Reflection</p> 	<p><u>Summer 2: Forest School</u></p> <p>Some of the skills the children will be learning:</p> <ul style="list-style-type: none"> • Teamwork • How to make a paracord bracelet (Weaving Technique) • Survival Skills (Using ropes to build shelters) • Develop fine motor skills 
<p>PE (Physical Education)</p>	<p><u>Swimming</u></p>  <p>In this unit children will be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations. 	
<p>Sanskrit</p>	<p><u>Summer 1: Accusative Sentences /Topic – Occupations/PRE-Link –Narsimha arati and Jagannatha astakam verse 7 & 8</u></p> <ul style="list-style-type: none"> • Revision of reading and writing in Devanagari script. • Introduction to Topic. Jagannatha astakam verse 7 line 1 and 2 • To read simple sentences in Sanskrit. Jagannatha astakam verse 8 line 3 and 4 • To apply Sanskrit words relating to the Forest. Jagannatha astakam verse 7 line 1 &2 • Reading practice of a text in Devanagari Jagannatha astakam verse 8 line 3 & 4 	<p><u>Summer 2: Revision and reading Sentences. /Topic – Occupations /PRE-Link –Jagannathastakam 1-8/All Prayers Learnt</u></p> <ul style="list-style-type: none"> • Revision of simple sentences structure. • The Lion in the Forest -Jagannatha astakam 1-8 • Writing Sanskrit sentences using a variety of vocabulary. Jagannatha astakama verse 1-8 • To apply Forest vocabulary to an image. Jagannatha astakama verse 1-8 • Translating simple story from Sanskrit to English. Jagannatha astakama verse 1-8 • Revision of all consonant combinations .Prasadama Paryers • Assigning Fruits to Colours in Sanskrit. Meditation prayers. • Creative piece on the various Food items learnt in Sanskrit.

<p>Yoga</p>	<p>Summer 1: Throat Chakra</p> <ul style="list-style-type: none"> Practise various asanas to improve Vishuddha chakra that is related to communication and self-expression. Lead and support the campaign of practising at least 3 minutes of Nadi Shodhana (L3) daily to balance both emotional and logical sides of the brain. Lead Chandra Namaskar flows with breathing sequence and its variations. Practise and add variation poses, Urdhva Mukha Pasasana Variation Pada Raja Kapota flows to the Chandra Namaskar cycle to release tensions around shoulders, neck and assist in balancing hormones. Practise and remember the benefits of various hand mudras learnt in Spring to assist in stability and encourage humility-the source of energy. Lead Kapal Bhati and Sama Vritti (L3) pranayama in classes to maintain immunity, mindfulness and patience. 	<p>Summer 2: 3rd-eye & crown chakras</p> <ul style="list-style-type: none"> Practise various asanas in standing, sitting, prone and supine to promote the aligning with inner self and divine intelligence. Lead and record 6 cycles of Chandra Namaskar daily with their personal selection verse of BG/ SB/ CC to bring new opportunities. Create questions of Yamas & Niyamas to enhance independent learning. Practise self- confidence & leadership skills in leading Surya & Chandra Namaskar & yoga nidra meditations. Practise and teach the steps leading to the Supported Ardha Sirsasana and Karnapidasana to improve muscle flexibility, regulate the function of the thyroid gland and strengthen the core and the back. Lead Nadi Shodhana (L2/ L3) in small groups to build team spirits, help open the passage at the nostrils, purify the channels and assist in the thought process.
<p>French</p>	<p>Summer 1: Habitats</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Give some key facts in French about things that animals and plants need to survive in their various habitats. Give examples in French of the most common habitats for plants and animals and give an example of where these habitats can be found. Say in French what types of animals live in different habitats and what their adaptations are to best suit their environment. Say in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment. 	<p>Summer 2: The solar system</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System in French. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character. 
<p>Music</p>	<p>Music lessons are delivered by specialist teachers from Harrow Music Services:</p> <p>Class Performance Project</p> <ul style="list-style-type: none"> Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece. 	

Enrichment Opportunities

- Community Outreach Project linked to PSHE
- Visit to Edgware Library
- Pupil Leadership Day
- Maths Week
- Arts Week
- Gaura Purnima
- Rath Yatra
- Vedanta Residential