

## Year 6 Parent Planner Summer Term



<b>Maths</b> 	<b>Reading</b> 	<b>Writing</b> 
<p>We are learning to ...</p> <ul style="list-style-type: none"> <li>• Use our knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• Generate and describe linear number sequences</li> <li>• Perform mental calculations, including with mixed operations and large numbers</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• Calculate and interpret the mean as an average</li> <li>• Solve problems using pie charts</li> </ul>	<p>We are learning to ...</p> <ul style="list-style-type: none"> <li>• Develop comprehension skills through SATs reading papers and test technique</li> <li>• Explain and discuss understanding of different genres of texts</li> <li>• Retrieve, record and present information</li> <li>• Draw inferences and justify using evidence from the text</li> <li>• Discuss and evaluate how authors use language, considering the impact on the reader</li> <li>• Make predictions from what's implied</li> <li>• Distinguish between statements of fact and opinion</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Explore language, plan and write our own persuasive texts.</li> <li>• Explore narrative features and write stories based on the adventure genre</li> <li>• Consider the audience for and purpose of the writing</li> <li>• Make appropriate and effective vocabulary, grammar and punctuation choices</li> <li>• Analyse texts to find out how writers use language</li> <li>• Use a wide range of devices to build cohesion</li> <li>• Refine and evaluate writing, including peer assessment</li> <li>• Develop handwriting</li> </ul>
<b>Science</b> 	<b>RE/SMSC/PSHE/RRSA</b> 	<b>Art/DT</b> 
<p>This term we will be focusing on: <b>Biology</b></p> <p>We will be learning about...</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Evolution</p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Explore the link between rights and responsibilities</li> <li>• Learn about the importance of building self-esteem.</li> <li>• Explore beliefs and moral values</li> <li>• Ask if belief in Akhirah (life after death) help Muslims lead good lives?</li> <li>• Learn about what different religions believe happens after death.</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Explore landscape art and cityscape art</li> <li>• Research and present information about great artists from the past</li> <li>• Experiment with colour, making tints and shades and comment on how they change the mood of a painting</li> <li>• Work with a range of media (paint, pastels, pencil crayons and pen).</li> <li>• Comment on how media has affected our work</li> <li>• Create our own landscape art inspired by known artists and review</li> </ul>

<ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>		<ul style="list-style-type: none"> <li>Create our own cityscape art inspired by known artists and review</li> </ul>
<p style="text-align: center;"><b>ICT</b></p> 	<p style="text-align: center;"><b>Geography/History</b></p> 	<p style="text-align: center;"><b>PE</b></p> 
<p>We are learning to...</p> <ul style="list-style-type: none"> <li>organise data into columns within spreadsheets</li> <li>format data to support calculations</li> <li>use formulas to produce calculated data</li> <li>use spreadsheets to plan an event</li> <li>create graphs and charts using information within spreadsheets.</li> </ul>	<p>In History, this term we will be focusing on 'Birmingham and the Industrial Revolution'.</p> <p>We are learning to...</p> <ul style="list-style-type: none"> <li>study Birmingham over time, tracing how several aspects of national history are reflected in the locality.</li> <li>identify the process of change that took place over two centuries during the Industrial Revolution, highlighting the impact on science, economics and engineering in our city.</li> </ul> <p>In Geography, this term we will be focusing on 'The World in my School'.</p> <p>We are learning to...</p> <ul style="list-style-type: none"> <li>understand and appreciate other customs and cultures</li> <li>recognise the rich diversity within the school and the UK.</li> <li>explain migration and the reasons why people migrate.</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>Practise sport techniques such as accuracy and control when playing 'bat and ball' games.</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p>PE is on Fridays Your child must wear the appropriate PE kit.</p>
<p style="text-align: center;"><b>Music</b></p> 	<p style="text-align: center;"><b>Spanish</b></p> 	<p style="text-align: center;"><b>Homework:</b></p>
<p>We are learning to...</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing recorders with increasing accuracy, fluency, control and expression</li> <li>develop an understanding of the history of music</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>Understand, correctly spell and pronounce the names of local landmarks in the Spanish language.</li> <li>Take part in a conversation involving how to give directions to local landmarks in the Spanish language.</li> </ul>	<ul style="list-style-type: none"> <li>Homework will be given out on Thursdays - to be returned on Mondays.</li> <li>Reading books will be changed weekly. Children should read daily and Reading Records are to be filled in. They are to be handed in on Mondays.</li> </ul>

		<ul style="list-style-type: none"><li>• Spellings are given out on Mondays. Children should learn their spellings for their spelling test on Fridays.</li><li>• Practise Times Table Rock Stars daily.</li></ul>
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