



# Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 6 Curriculum Organiser  
**Summer Theme: Hola Mexico**

## English:

### Reading Knowledge and Skills

2F: Identify/explain how narrative content is related and contributes to meaning as a whole

2A: Give/explain the meaning of words in context

2D: Make inferences from the text. Explain and justify inferences with evidence from the text.

### Writing Knowledge and Skills

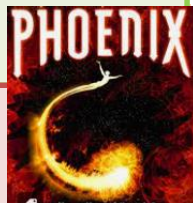
1-Narrative

2- Persuasive leaflet

- Use a range of devices to build cohesion
- Create mood and atmosphere through use of expanded noun phrases
- Use prepositional phrases used to convey precise detail
- Use multi clause sentences accurately punctuated
- Use pronouns to avoid repetition
- Use modal verbs to denote possibility or certainty
- Use expanded noun phrases
- Select vocabulary for effect
- Write for a range of purposes and audiences

### Class Reader

Phoenix by S.F. Said



## Science

### Knowledge and Skills

#### ANIMALS INCLUDING HUMANS

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Identify the main parts of the human circulatory system include: the heart, blood vessels and blood
- Know the heart pumps blood through the blood vessels so that food and oxygen can get to the all parts of the body
- Know there are three main types of blood vessels
- Know that arteries carry blood away from the heart
- Know that veins carry the blood back towards the heart
- Know that capillaries are the smallest of the body's blood vessels. They are where the sites of the transfer of oxygen and other nutrients from the bloodstream to other tissues in the body
- Know that blood takes nutrients and oxygen around the body

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### Year 6 Basic Skills Summer Term One

## Personal, Social, Health and Relationship Education:

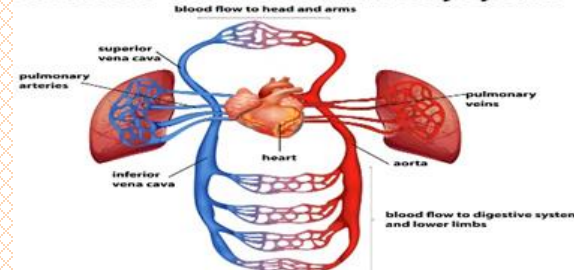
### Relationships

- Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.
- Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

### Changing me (Christopher Winters)

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Explain how babies are made
- Describe the decisions that have to be made before having a baby

### Blood Flow in Human Circulatory System



## Maths:

### Knowledge and Skills

- Draw 2D shapes using given dimensions and angles
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Interpret and construct pie charts and line graphs and use them to solve problem
- Calculate the mean as an average

### Key Vocabulary and Questions

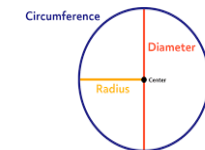
Can you explain?

How can you tell?

Explain why...

How else could this fraction be written?

**Acute, obtuse, right angle, straight line, diameter, radius, circumference, mode, median, mean, average, polygons,**



## Home Learning Focus

Every Tuesday – maths homework

Every Friday – reading and grammar and spelling (alternate weeks)

## English:

### Reading Knowledge and Skills

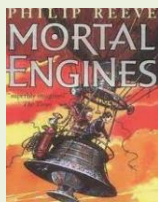
- 2G: Identify/explain how meaning is enhanced through choice of words and phrases
- 2H: Make comparisons within the text
- 2A: Give/explain the meaning of words in context
- 2D: Make inferences from the text. Explain and justify inferences with evidence from the text.

### Writing Knowledge and Skills

- Poetry
- Non-fiction - letter
  - Use repetition for effect
  - Use commas to separate clauses
  - Include expanded noun phrases
  - Manipulate words and clause structure for effect
  - Edit and redraft work
  - Use figurative language
  - Use formal vocabulary and techniques
  - Use passive voice
  - Use pronouns for cohesion
  - Use adverbials within and at the start of sentences
  - Use commas for clarity
- Narrative
  - Use a range of devices to build cohesion
  - Use of expanded noun phrases
  - Use prepositional phrases to convey precise detail
  - Use pronouns to avoid repetition
  - Use of multi-clause sentences – punctuated accurately

### Class Reader

Mortal Engines by Philip Reeve



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## Year 6 Basic Skills Summer Term Two

### Music

- Listen with attention to detail and recall sounds with increasing aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music..

### Paripatetic teacher – Ukelele

The children will continue to be given further opportunities to perform as a soloist by singing a song, whilst accompanying their voice on the ukulele and ensuring that the voice and accompaniment are not only kept in time with each other, but the voice is in tune with the music. Pupils will deepen their understanding of different musical genres and traditions from all over the world and throughout history through listening, appraising and learning about a wide variety of music in a range of styles. Standard music notation in the treble clef will be taught and will include more complicated rhythms and musicianship skills which the children will be expected to read and incorporate within their own improvisations and compositions. The children will also be able to confidently read ukulele tablature.

## Maths:

Knowledge and Skills

### High School Transition work

- Write and substitute into algebraic expressions
- Change the subject of a formula
- Simplify expressions with brackets, including factorising and expanding
- Calculate using algebraic powers
- Solve equations using the balancing method
- Draw, use and Interpret conversion graphs, distance-time graphs, line graph

### Key Vocabulary & Questions

Explain your reasoning

What patterns can you identify?

Are there any more possibilities?

How can you prove this answer?

Equation, expression, formula, linear equation, inverse, balance, linear, quadratic, factorise, expand, component



## Whole School Values Focus

# KINDNESS

## School Values Focus

# FRIENDSHIP

## Home Learning Focus

Every Tuesday – maths homework  
Every Friday – reading and spelling and grammar (alternate weeks)



# Year 6 Hola Mexico Summer Term

## Enrichment Opportunities

**Wow Entry:** Watch a traditional Mexican carnival performance with the aim that they will be creating their own.

**Outcome:** Carnival created by children  
Visits and Visitors: Wicksteed, Bowling

## History: Maya civilisation

Articulate and present a clear, chronological world history narrative within and across historical periods studied.

- Know that timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history

Present an in-depth study of a local town or city, suggesting how to source the required information.

- Know that sources of information for a study of a local town or city include :
  - Primary sources: letters, diaries, official documents, artefacts and buildings that were created at the time of specific events
  - Secondary sources: memorial and commemorative plaques, information books and research produced after the event.

## Geography: Mexico and Belize

### Knowledge and Skill

Evaluate the extent to which climate and extreme weather affect how people live.

- Know that climate and extreme weather can affect the size and nature of settlements; shelters and buildings; diet; lifestyle (settled or nomadic); jobs; clothing; transport and transportation links and the availability of natural resources

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Identify and describe the similarities and differences in physical and human geography between continents.

- Know that the seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate

Name, locate and describe major world cities.

- Know that major cities around the world include London, New York, Shanghai, Istanbul, Moscow, Manila, Lagos, Nairobi, Baghdad, Damascus and Mecca.

Identify geographical patterns on a range of scales.

Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.

- Know that data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).

Describe the environmental regions, key human and physical characteristics, countries and major cities of North and South America: climate zones, biomes and vegetation belts: Hola Mexico/Belize/Ancient Greece (Gods and Monsters)

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.

7 continents map with 5 oceans





# Year 6 Hola Mexico Summer Term

## Design and Technology: Carnival Tabard

- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Skills

- Combine fabrics to create more useful properties, and make a product of high quality, checking for snags and glitches.



## Music: Carnival performance piece

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

- Take the lead in performances and provide suggestions to others.
- Make suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs. (Performance)

Use gesture and expression to create a finished, polished performance.

- Know that gestures in music include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone.
- Know that some gestures are associated with different music, such as exaggerated movements to the pulse of the music and virtuoso guitar playing during rock musical performances.
- Know that expression in music means adding feeling and is indicated in musical scores using words, such as *dramatico* (in a dramatic, exaggerated style), *legato* (smoothly and connected), *tranquillo* (quiet and peaceful) and *cantabile* (in a singing or flowing style).

Improvise and compose music for a range of purposes using the interrelated dimensions of music.

- Create and perform a group score using a wide variety of timbres, textures, rhythms and motifs.
- Know that a score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*.

Develop an understanding of the history of music.

- Describe the lives and music of famous classical composers. Composers of music during the Classical period worked between 1750 and 1825.
- Know that composers wrote simpler music with clear tunes and used harmony (a combination of musical notes played together to make a pleasing sound) rather than polyphony (different tunes played together) and marked dynamics in their music.

Use and understand staff and other musical notations.

- Use features of standard notation when composing. Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings



## Art and Design: Ignacio Barrios

Embellish a 3-D form using collage techniques (decoupage)

- Use a blank photo frame, use cutting, sticking, stencilling (with paint / ink) to create a decoupage example which could be used on the day of the dead to remember a family member. Use pattern techniques taught previously.

Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques)

- Look at watercolour and application techniques such as creating a **wash** on the background by applying water first and then adding the water colour. Apply wet watercolour to a **dry wash** and a **wet watercolour** to a **wet wash**.
- Use pattern to add detail, movement and interest to a piece of work

Explain how studying other artists' work has influences and developed their own. Adapt and refine own work in the light of evaluation.

- Understand that art work takes many attempts to perfect, based upon purpose and outcomes. Refining work is the process where changes are made. Children can set purposes and say whether they have met them and what could be used to improve
- Describe how the techniques and themes used by other artists and genres have been developed in their own work.



# Year 6 Hola Mexico Summer Term

## Computing

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact .

## Physical Education

### Dance, Rounders and Athletics

- Perform dances using a range of movement patterns.
- Develop flexibility, strength and technique

### Key Skills

- Actions, dynamics, space, relationships, throw, catch, bowl, bat, field, pace, sprint, jump for distance, push throw, fling throw



## Religious Education: Christianity

What will make our community a more respectful place? U2. 10

Make sense of beliefs:

- Explain beliefs about the value of religious and cultural diversity in their local town/community
- Describe examples of texts which explain why honouring all humans is important, for Christianity and Islam
- Compare their ideas about respect for all those studied

Understand the Impact:

- Make clear connections between belief in the golden rule and the needs of mixed community
- Give examples of the impact of inter-faith work in their community

Make connections:

- Raise questions about how we can be more tolerant and respectful suggest answers
- Explain the importance of tolerance, respect and liberty for all that makes a community that is harmonious.
- Give good reasons for their views about harmony in our community.

**U2:5 How do Christians decide how to live? 'What would Jesus do?'**

Make sense of belief:

- Identify features of gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meaning of gospel texts studied and compare their own ideas with ways in which Christians interpret biblical texts.

Understand the Impact

- Make clear connections between gospel texts, Jesus, good news, and how Christians live in the Christian community and their individual lives.

Make connections-

- Make connections between Christian teachings (e.g. about peace, forgiveness and healing) and issues problems and opportunities in the world today including their own lives. Articulate their own responses to the issues studies, recognising different points of view.

**U2.12 How does faith enable resilience?**

- Make sense of Beliefs:  
Give at least three examples of ways in which religion guides people in how to respond to good and hard times in life.
- Identify beliefs about life and death in at least two religious traditions comparing and explaining similarities and differences

Understand the Impact:

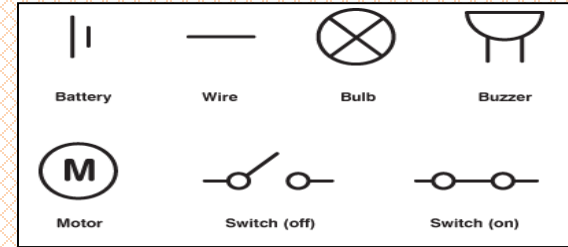
- Make clear connections between what people believe about God and how they respond to challenges in life, e.g. bereavement.
- Give examples of ways in which beliefs about resurrection, reincarnation, make a difference to how people live

Make connections:

- Interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these
- Offer a reasoned response to the unit question with evidence and examples, expressing insights of their own.

## Modern Foreign Languages

- Conduct a short interview in French, asking and answering questions
- Listen for a specific sound in a son
- Conduct a survey in French
- Know the names of some major airports and ports in France
- Learn how to play a popular French game
- Understand different possibilities for travelling abroad
- Pack an imaginary suitcase for a holiday, writing individual words



## Science: Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

- Know that the greater the number of cells the greater the voltage.
- Know that the greater the voltage the brighter the bulbs; the louder the buzzer; the faster the motor.
- Use recognised symbols when representing a simple circuit in a diagram.

## Design and Technology: Electricity

Choose the best materials for a task, showing an understanding of their working characteristics

- Understand that materials have characteristics such as: conductivity (that it allows electricity / heat to pass through it);
- know that insulator (that it doesn't allow heat / electricity to pass through it);
- Know that magnetism (whether or not magnets are attracted by the material);
- Density (how compact the material is)
- Understand that specific materials will be more or less appropriate according to the purpose
- Design products incorporating the most appropriate electrical systems



# Year 6 Project Focus: Summer Term



## Our Community, Our Country, Our World Project Week: Mexico and Belize

### Geography Knowledge and Skills

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe the climatic similarities and differences between two regions.

- Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.

Produce accurate scaled maps.; use the eight points of a compass, four and six-figure grid references, symbols and key (inc OS maps)) to build knowledge of the United Kingdom and the wider world.

- Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
- A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.
- Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.

Use satellite imaging and maps of different scales to find out geographical information about a place.

- Satellite images are photographs of Earth taken by imaging satellites.

Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.

- Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical question

### Writing Knowledge and Skills

- Information leaflet
- Balanced argument

### SMSC Links

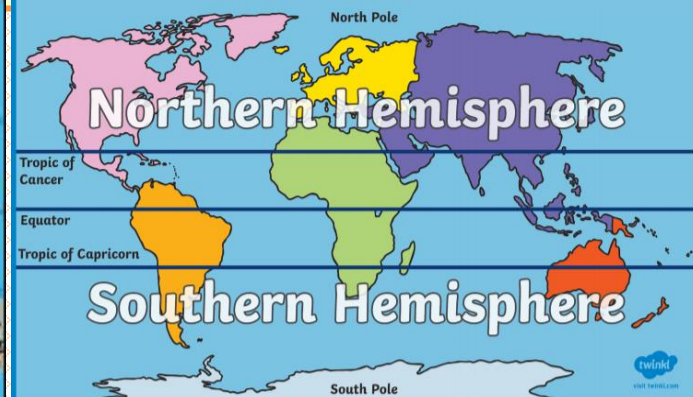
Appreciate cultural influences

Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.



### Equator, Tropics, Hemispheres and Poles



## Computing

### Knowledge and Skills

**Take part in a range of activities that develop their skills in computer networking and share this knowledge with others through a multi-media presentation.**

- Understand that information is communicated digitally across the internet
- Name hardware used in connecting computers together
- Appreciate the route taken by packets of data across the internet
- Understand that domain names are converted to numbers.
- Understand the implications of how networks work for their online safety.
- Be able to convert messages between text and US-ASCII
- Know that a code can be used to represent letters and words
- Describe the function of the different hardware used to connect computers together
- Understand and explain the differences between the web and the internet

**To know where the wifi access point is in the classroom and that this is connected by a cable to the rest of the school's network**

**Understand terms filter, cache firewall and how we use these in school**

- Describe how data is transmitted via the internet
- Understand the role of the 'switch'

**Understand what is meant by 'packets of data'**

**Have an understanding what is meant by IP address, know why it is needed**

- Use IP geolocation tools to plot the servers and routers on a map
- Find common locations on maps (e.g. our school, Global Switch etc)
- Understand the route that a packet of data takes

**To know that internet routers will find alternative pathways for data automatically so that they are most efficient**

**To know that IP addresses can be used to locate each web server on a world map**

- Understand what a local cache is (a quick access copy of local numbers)
- Become familiar with the DNS lookup simulation program in Scratch

**To know that domain names are used to make it easy for computers to convert from names to numbers**

**To know that domain names are converted to IP addresses (which are numerical)**

- Consider the ways that their safety or privacy may be compromised by using the internet
- To compare how physical messages are delivered in comparison to online messages

Form opinions on the way data is sent online

Appreciate the implications of how networks work for their online safety

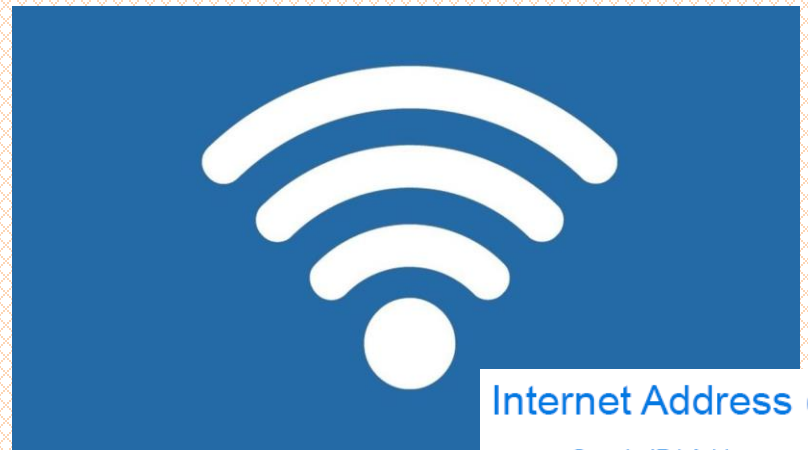
**To know that everything that is sent or done on the internet (using wifi) can be tracked back to the sender- how do children feel about this?**

**To understand the term 'internet filtering'**

Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.

- Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
- A geographical pattern is the arrangement of objects on the Earth's surface in relationship to one another.

Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport



## Internet Address (IP)

Google IP4 Address

**216.58.216.164**

Google IP6 Address

**2607:f8b0:4005:805::200e**

ComputerHope.com

