

# YEAR GROUP OVERVIEW

## Year 6 – Summer 2

### English - Reading

In reading lessons, pupils continue to develop their fluency knowledge and skills through a wide range of genres, including fiction, non-fiction and poetry.

Pupils also develop core reading skills through the range of texts they read:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Summary
- Authorial intent

This half term, pupils will revisit *Holes* by Louis Sachar, which is a young adult novel that follows Stanley Yelnats, a boy who is wrongly sent to a juvenile detention centre called Camp Green Lake. As the story unfolds, a buried family history and long-held secrets begin to surface.

### English - Writing

Pupils write texts using this half term's texts as a stimulus through our NELT Key Stage 2 Teaching and Learning Cycle. They will learn key grammar and punctuation knowledge within writing lessons which they will use within their writing.

**Narrative:** Pupils will write a missing chapter from *Holes*, using expanded noun phrases, adverbs and prepositions to add detail. They will also write a narrative inspired by '*Titanium*', incorporating dialogue, figurative language and increasingly sophisticated vocabulary.

**Leaflet:** In this writing cycle, pupils will analyse the organisational features of leaflet layouts in order to present information about life at Camp Green Lake—highlighting its harsh conditions, strict routines, and the physical challenges faced by the boys.

**Non-Chronological Report:** After learning about the Maya civilisation, pupils will write an informative report exploring aspects such as daily life, beliefs and the importance of gods within Maya culture, using formal language and varied sentence structures.

### Maths

Pupils will deepen their understanding of topics such as shape and statistics by revisiting them in greater detail. In preparation for the transition to secondary school, pupils will also take part in maths-based projects that apply their learning in real-world contexts and support greater independence.

## **Science**

**Living Things and their Habitats:** this unit revisits and extends pupils' understanding of habitats, life cycles and ecosystems, while reinforcing key scientific enquiry skills. Pupils will classify living things into broad groups—micro-organisms, plants, and animals—based on specific characteristics and explore how classification systems have developed over time. Through practical activities, such as creating classification keys, they will apply their learning to unfamiliar organisms too. The unit concludes with a focus on micro-organisms, including an investigation into yeast to explore its classification as a living thing.

## **History**

Pupils will be introduced to the ancient Maya civilisation, learning when and where the Maya people lived and what made their civilisation so successful. They will explore how the Maya ruled, including the roles of kings, nobles, and city-states, and investigate Maya deities to understand the significance of temple pyramids. The unit will also include an introduction to Maya glyphs—their writing system—and the opportunity to compare aspects of Maya daily life with that of Anglo-Saxon Britain.

## **Design & Technology**

In this unit, pupils will design and create a drawstring bag using various textiles. They will explore different fabrics and their properties, learning how materials are made, used, joined and decorated. Pupils will develop skills in measuring, marking, and cutting fabric accurately and will join pieces using basic sewing techniques. The unit also focuses on evaluating their finished product against design criteria to reflect on strengths and areas for improvement.

## **Computing**

In this unit, pupils will develop their understanding of computer networks by exploring what the internet is and how it functions. They will learn the differences between LAN (Local Area Network) and WAN (Wide Area Network), and investigate how internet access is managed within a school setting. Pupils will also research the history and development of the internet, gaining insight into its origins and evolution. The unit concludes with opportunities to consider emerging technologies and reflect on how networks might continue to shape the future.

## **Music**

In this topic called 'Reflect, Rewind, Replay', children will listen and appraise Western Classical music. They will continue to embed the foundations of the interrelated dimensions of music using voices and instruments.

## **Modern Foreign Language (MFL)**

**French:** In this unit, the children will explore the topic of cafe culture and eating out. Pupils will explore transactional language to enable them to order food, while consolidating their prior learning of nouns, adjectives, verbs, questions and answers. Children will also continue to develop their pronunciation when both performing and reading aloud.

## **PSHE**

In our final PSHE unit (Changing Me), children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. Children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

## **Religious Education (R.E.)**

The focus on this half-term's R.E. unit is World View. In this unit children will understand the idea of God in the context of both global and local beliefs. Examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence.

## **Physical Education (P.E.)**

This term, pupils will develop their skills in athletics, focusing on running, jumping and throwing with control, power and accuracy. They will learn to improve their technique and performance across a range of track and field events. In addition, pupils will continue to build their swimming confidence and competence, working on stroke technique, stamina and water safety.