



# Year 6




Welcome back to the Summer term at The Duke of Bedford! We hope you had a relaxing and joyful Easter break and cannot wait to get going with another busy and exciting term in school. Below is a short description of the learning that will be taking place across the curriculum for the duration of the Summer term in your child's class. Please remember to also check updates on Seesaw about weekly events. As always, should you wish to discuss anything at all, please do not hesitate to come and speak to us.

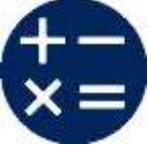




Yours sincerely,  
Miss Markham







**Year 6 PE days**  
Thursday/Friday  
Send your child's PE kit into school and they can keep it on their peg.  
Please ensure that all jewellery is removed for PE days including earrings.

## Swimming in Year 6

A separate letter containing information and dates about swimming during the summer term has been sent out. Below are the dates for the Year 6 swimming sessions. You will be informed if your child is taking part in any of the 'extra' sessions.

Subject	Term 1	Term 2
<b>PSHE</b> 	<b>Relationships and Sex Education</b> The themes covered in this unit are 'the human lifecycle', growing up', personal responsibilities' and 'parents, carers and families'. The children will examine how puberty brings about changing feelings and emotions with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively. They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships.	<b>Financial capabilities</b> This unit will deepen children's understanding of money, including currencies and trade. They will find out about earning money and how this can help support the wider community. They will explore the different ways we use this resource, including planned spending, saving, risk taking and debt and who can help when we need it.
<b>English</b> 	<b>Wolves in the Walls/Shackleton's Journey</b> During this unit the children will be using two books - 'The Wolves in the Walls' by Neil Gaiman and 'Shackleton's Journey' by William Grill - as a stimulus for developing their narrative writing skills. We will be focusing on how to build suspense and tension in our stories and looking at how speech can advance the action and develop characterisation.	<b>Hansel and Gretel</b> During this unit we will be using the book 'Hansel and Gretel' written by Neil Gaiman as a starting point for writing their own Dual Narrative and a Persuasive Letter. We will be looking at the use of speech when writing narratives and how to build tension and develop cohesion across paragraphs. In our persuasive writing unit, we will look how to use vocabulary and sentence structures to convince the reader.
<b>Class Book</b>	<b>The Final Year by Matt Goodfellow</b>	

<p><b>Maths</b></p> 	<p><b>Revision</b>  We have covered all the Year 6 Maths objectives so will be spending time revising key areas of learning in preparation for the SATs tests.  We will be focusing on arithmetic skills involving fractions, decimals, percentages and operation order.  During work on reasoning skills we will be looking at key vocabulary to identify the operations needed, using the inverse, and recalling facts for time, measures, angles, shape, position and direction.</p>	<p><b>Real life projects</b>  Following the SATs test we will begin a series of real- life Maths projects. The 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 also provide opportunities to explore maths in real life contexts, allowing the children to see how important maths is in all aspects of life. Cross curricular links are made, where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. We will also provide a great opportunity to explore and develop enterprise.</p>
<p><b>Science</b></p> 	<p><b>Classifying living things</b>  In this unit children will learn how to classify living things using the major classification kingdoms defined by Carl Linnaeus. They will identify and describe the observable characteristics of a range of classification groups including micro-organisms, plants and animals. They will compare the similarities and differences between different species of buttercup and earthworm. Children will make careful observations to identify the characteristics that help scientists classify all living things, such as whether a living thing has a backbone and how they reproduce. Children will also be able to use their observations to construct classification keys of increasing complexity. They will use evidence from their investigation to predict and investigate how to accelerate the rate of decay in a mini-composter.</p>	<p><b>Review and celebrate!</b>  This unit differs from other units. Its purpose is to allow children to review what they have learnt in science throughout Key Stage 2. It is important for children to have an opportunity to revisit all aspects of the science they have learnt before moving on to senior school. Some areas such as rocks in Year 3 and sound in Year 4 will not have been taught for 3 years or more. It is important to give children an opportunity to reflect on their learning in these areas so that they go forward feeling confident in all aspects of science. This unit also encourages children to celebrate what they have learnt and to identify their stand out moments and successes.</p>
<p><b>Computing</b></p> 	<p><b>3D modelling</b>  The children will develop their knowledge and understanding of using a computer to produce 3D models using the Tinkercad programme. We will initially familiarise them with working in a 3D space, moving, resizing, and duplicating objects. We will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, we will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>	<p><b>Programming B</b>  This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 - 'Programming A'). 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 the children to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p>
<p><b>D&amp;T</b></p> 		<p><b>Textile design</b>  The children will use CAD (Computer aided design) software to design and create a pattern for a bucket hat. Using their pattern, they will cut out the pieces needed to make the hat and sew it together. As part of the design process, the children will evaluate their product.</p>
<p><b>Art</b></p> 	<p><b>Textiles</b>  The children will explore ideas from the art work of well-known artists Norman Foster, Hundertwasser and Gaudi to use as inspiration for our textile work. The children will learn how to add designs to fabric using dip-dye, batik and block printing techniques.</p>	

<p><b>Geography</b></p> 		<p><b>Our Local Area</b>  This unit uses fieldwork to investigate the region local to our school. Children will begin by exploring the area's location and its links to the wider world, before using road maps to investigate key features within a fifty-mile radius of the school. They then go on to use maps and fieldwork data to investigate how this place meets people's needs. Working in groups, they present their findings in the form of a pull-put feature from a newspaper, incorporating an annotated Ordnance Survey map.</p>
<p><b>History</b></p> 	<p><b>Crime and Punishment</b>  During this unit, the children will have an opportunity to revisit topics covered throughout KS2 but with a different focus of study. We will be looking at they types of crimes a committed in the Roman Empire, in Britain during the Saxon era, in Britain during the 1700's, 1800's and during World War 2. We will also look at the punishments given as a result of the crimes.</p>	
<p><b>PE</b></p> 	<p><b>Athletics/Rounders</b>  Athletics - children will learn, develop, and refine techniques and actions needed for a range of athletic disciplines. They continue to develop running, jumping, and throwing skills in isolation and combination. The Athletics lessons will help children understand what throwing and jumping techniques are required to achieve maximum distance and height, and appropriate pace judgement when running for distance.  Rounders - children will learn to choose, perform and combine skills, at speed, with confidence and purpose which meet the needs of the situation such as retrieving, intercepting, bowling and hitting. The children will have an opportunity to play competitively, using tactics to outwit their opponents. Through competitive games, the children will develop teamwork skills, and understand and apply basic principles for attacking and defending.</p>	<p><b>Dance/Swimming</b>  Dance - children will perform a range of movement patterns, and explore movements ideas inspired by a stimuli. They will combine movements, using basic compositional principles to create and perform dances. The Dance lessons will develop children's confidence, sense of rhythm and performance clarity.  Swimming - the children will develop their ability to 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) and perform safe self-rescue in different water-based situations.</p>
<p><b>RE</b></p> 	<p><b>Eternity - What happens when we die?</b>  During this unit we will consider what happens when we die, what a spirit and soul are and discuss our own beliefs. We will also look at the Christians and Hindus religious views about life after death.</p>	<p><b>World views</b>  During this unit we will look at the variety of beliefs from around the world. We will explore Rastafarianism, Aboriginal and tribal belief and consider how they are similar and different to other religious beliefs.</p>
<p><b>Music</b></p> 	<p><b>Music and me</b>  Music and Me is a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative <u>Both Sides Now</u>. Throughout this series, the children will explore the concept of 'identity' - the various elements that shape us.</p>	<p><b>Reflect, rewind and replay</b>  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p><b>French</b></p> 	<p><b>Healthy lifestyles</b>  By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses.</p>	<p><b>Me in the world</b>  In this unit pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types.</p>

