

# WOODLANDS PRIMARY SCHOOL

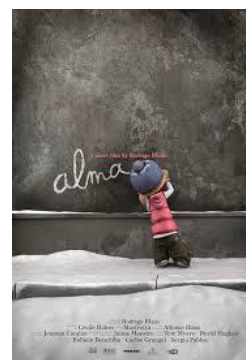


**Year 6**  
**Summer 2 Curriculum**

**Ready · Respectful · Safe**

# English Writing Mastery Targets

## Summer Term - The Twits and Alma



### My mastery targets for this term are:

- Integrate dialogue to convey character and advance the action
- Use a range of cohesive devices to build cohesion
- Use verb tenses consistently and correctly
- Use a range of punctuation taught at KS2
- Spell words correctly from the Year 5/6 spelling list
- Maintain legibility in joined handwriting when writing at speed.

### The text type I will explore is:

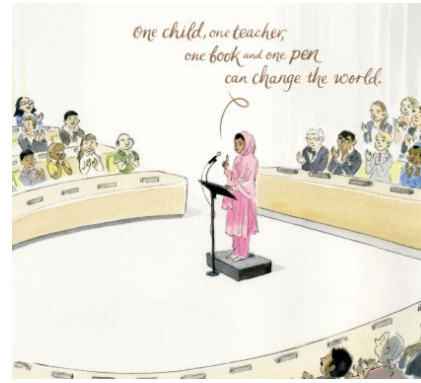
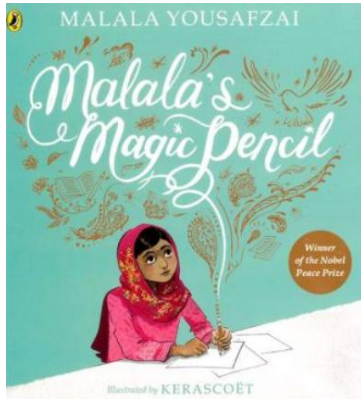
The Twits - A character description of Mrs Twit.

The Twits - The plotting of a new trick

Alma - An opening to a narrative (describing a setting)

### Cohesive Devices

<p><b>Pronouns and synonyms</b></p> <p>They make links to what has already been said and they avoid repetition.</p> <p><i>The Giant</i> was furious when <b>he</b> returned. <b>He</b> could not believe what the pesky children had done. "Be gone!" <b>the brute</b> yelled.</p>	<p><b>Relative Clauses &amp; Pronouns</b></p> <p>With relative clauses, extra information is added to a sentence, making writing more detailed and connected.</p> <p>Relative Pronouns For <b>Who, Which, That, Whose, Where, When</b></p> <p>Examples: Mr Twit, <b>who</b> lived with Mrs Twit, was a revolting, old man. The spaghetti, <b>which</b> had worms inside it, was sat on the table in front of Mr Twit. It was a moment <b>that</b> Mrs Twit would never forget.</p>	<p><u>Year 5/6 statutory spelling words:</u></p> <table border="0"> <tr> <td>appearance</td> <td>anxious</td> </tr> <tr> <td>physical</td> <td>desperate</td> </tr> <tr> <td>individual</td> <td>terrified</td> </tr> <tr> <td>identity</td> <td>nervous</td> </tr> <tr> <td>mischievous</td> <td>confused</td> </tr> <tr> <td>aggressive</td> <td>embarrassed</td> </tr> <tr> <td>determined</td> <td>furious</td> </tr> <tr> <td>suspicious</td> <td>delighted</td> </tr> <tr> <td>curious</td> <td>relieved</td> </tr> <tr> <td>grotesque</td> <td>disturbed</td> </tr> <tr> <td>unpleasant</td> <td>environment</td> </tr> <tr> <td>cruel</td> <td>familiar</td> </tr> <tr> <td>devious</td> <td>unfamiliar</td> </tr> <tr> <td>cunning</td> <td>eerie</td> </tr> <tr> <td>dishonest</td> <td>ominous</td> </tr> <tr> <td>greedy</td> <td>sinister</td> </tr> <tr> <td>selfish</td> <td>deserted</td> </tr> <tr> <td>violent</td> <td>isolated</td> </tr> <tr> <td>rebellious</td> <td>eerie</td> </tr> <tr> <td>stubborn</td> <td>shadowy</td> </tr> </table>	appearance	anxious	physical	desperate	individual	terrified	identity	nervous	mischievous	confused	aggressive	embarrassed	determined	furious	suspicious	delighted	curious	relieved	grotesque	disturbed	unpleasant	environment	cruel	familiar	devious	unfamiliar	cunning	eerie	dishonest	ominous	greedy	sinister	selfish	deserted	violent	isolated	rebellious	eerie	stubborn	shadowy
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<p><b>Adverbials</b></p> <p>Adverbials explain how words relate to each other. They can be a word, a phrase or a clause.</p> <p><b>Time/Order</b> - <i>later that day, many years ago, meanwhile, firstly</i></p> <p><b>Place</b> - <i>across the seas, from afar, between the trees, in the palace</i></p> <p><b>Manner</b> - <i>surprisingly, luckily, eventually</i></p>	<p><b>Tenses</b></p> <p>Using a variety of tense types helps writing to flow:</p> <p><b>Simple present</b> - <i>yell, dance, run</i>  <b>Simple past</b> - <i>yelled, danced, ran</i>  <b>Present progressive</b> - <i>is/are + yelling, dancing, running</i>  <b>Past progressive</b> - <i>was/were + yelling, dancing, running</i>  <b>Present perfect</b> - <i>has/have + yelled, danced, ran</i>  <b>Past perfect</b> - <i>had + yelled, dance, ran</i></p>																																									



My mastery targets for this term are...

- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Use a wider range of devices to build cohesion (synonyms)
- Variety of verb forms used correctly and consistently, including the present perfect form
- Use colons or dashes to mark boundaries between independent clauses

My feature keys...

- Engage reader through use of description, feelings and opinions
- Write in consistent tense using a range of verb forms
- Include the 5Ws - who, what, where, when, why and how - and conclude with a clear summary
- Use real life facts, including dates and place names
- Use thematic language specific to the subject
- Use formal language appropriately

Vocabulary I will use this term...

Year 5/6 vocabulary

achieve	determined
aggressive	profession
appreciate	excellent
communicate	government
community	individual
competition	
controversy	

Developing vocabulary:

activist	intimidation
advocate	outlaw
blog	poverty
courage	preaching
declared	refugee
entitlement	resilient
evacuate	thrived
injustice	

By the end of this unit, I will have either:

written a biography about Malala's life  
 written a newspaper report  
 written a description

Our small steps for this unit are...

1. Use metric measures
2. Convert between metric measures
3. Solve calculation's involving metric measures
4. Convert between miles and kilometres

**Vocabulary:**

millimetre  
centimetre  
kilometre  
gram  
kilogram  
millilitre  
centilitre  
litre  
mile  
year  
mass  
capacity  
volume  
metric  
imperial

**Key Knowledge**

**Converting Mass**

1 tonne = 1000kg	$\frac{1}{4}$ kg = 0.25kg = 250g
1000g = 1kg	$\frac{1}{2}$ kg = 0.5kg = 500g
$\frac{1}{10}$ kg = 0.1kg = 100g	$\frac{3}{4}$ kg = 0.75 = 750g

**Converting Capacity**

1000ml = 1l	$\frac{1}{2}$ l = 0.5l = 500ml
$\frac{1}{10}$ l = 0.1l = 100ml	$\frac{3}{4}$ l = 0.75l = 750ml
$\frac{1}{4}$ l = 0.25l = 250ml	$\frac{1}{100}$ l = 0.01l = 10ml

**Converting Length**

1000m = 1km	$\frac{1}{2}$ m = 0.5m = 50cm	$\frac{3}{4}$ m = 0.75m = 75cm
100cm = 1m	$\frac{1}{4}$ m = 0.25m = 25cm	$\frac{1}{10}$ m = 0.01m = 10cm
10mm = 1cm		

**Miles to Kilometres**

You might measure the length of a road or the distance between two cities in miles or kilometres.

5 miles = 8 kilometres

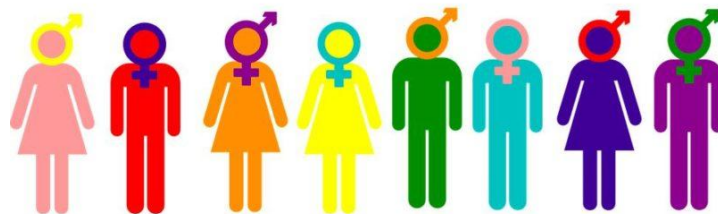
= means approximately equal to

**Time**

<b>Minute</b> 1 minute = 60 seconds
<b>Hour</b> 1 hour = 60 minutes
<b>Day</b> 1 day = 24 hours
<b>Week</b> 1 week = 7 days
<b>Year</b> 1 year = 12 months = 52 weeks = 365 days

Relationships and Sex Education

In Summer 2, our science unit is Relationships and Sex Education (RSE). In all sessions, we will listen to each other and treat each other with respect. This means not laughing at each other, not putting people down, and not making personal comments or asking personal questions.



Lesson One: Puberty and Reproduction

In this lesson, we will:

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence

Lesson Two: Communication in Relationships

In this lesson, we will:

- Explain some differences between a healthy and unhealthy relationship
- Know that communication and permission seeking are important in relationships

Lesson Three: Families, Contraception and Pregnancy

In this lesson, we will:

- Describe the decisions that have to be made before having children
- Know some basic facts about conception and pregnancy

Lesson Four: Online Relationships

In this lesson, we will:

- Have considered when it is appropriate to share personal/private information in a relationship
- Know how and where to get support if an online relationship goes wrong

Additional Lesson: Keeping Safe (including FGM: Female Genital Mutilation)

In this lesson, we will:

- Know how someone can be safe and in control of their body
- Understand what FGM stands for
- Know where to go for help

## HISTORY - How has Greek theatre influenced the stories we tell?

### What should I already know?

- how to place periods of history on a timeline and compare them to periods already studied.
- how historians use evidence such as artefacts, pictures, buildings and written sources to learn about the past.
- that civilisations in the past often told stories to explain beliefs, traditions and important events.
- that stories can be told in different ways, including speaking, acting and writing.
- that people in the past enjoyed entertainment and celebrations as part of everyday life.
- that past civilisations have left a legacy which can still influence the modern world today.

### What vocabulary will I use this term:

**Amphitheatre** - a large, open-air theatre where Ancient Greek plays were performed

**Chorus** - A group of performers who sang, spoke and commented on the action in a play.

**Tragedy** - a serious play that often involved suffering, difficult choices or an unhappy ending.

**Comedy** - a humorous play designed to entertain audiences and make them laugh.

**Legacy** - something from the past that continues to influence life today.



### What new knowledge will I learn?

I know that theatre was an important part of life in Ancient Greece, and people watched plays in large open-air amphitheatres.

I know that many Greek plays told stories about gods, heroes and myths that were important to Ancient Greek beliefs.

I know that Ancient Greek theatre included tragedies, comedies and satyr plays, which explored themes such as heroism, fate and human flaws.

I know that Greek theatre used masks, choruses and simple sets to tell stories to large audiences.

I know that historians have learned about Greek theatre from the ruins of theatres, ancient plays and artwork showing performances.

I know that some modern drama words and ideas, such as tragedy, comedy, chorus and protagonist, come from Ancient Greek theatre.

I know that the way Greek plays were structured has influenced how stories are told in books, films and plays today.

I know that Ancient Greek theatre has left a legacy that can still be seen in modern entertainment and storytelling today.

### What skills will I use?

- I can describe the main features of Ancient Greek theatre and explain why it was important to Ancient Greek society.
- I can use evidence from sources such as artefacts, theatre ruins, artwork and written texts to find out about Greek theatre.
- I can compare Ancient Greek theatre with modern forms of entertainment and storytelling.
- I can identify similarities and differences between Greek theatre and theatre today.
- I can explain how Ancient Greek theatre has influenced books, films and plays in the modern world.
- I can ask and answer questions about the past using evidence from historical sources.
- I can explain how historians learn about Ancient Greek theatre and evaluate different sources of evidence.
- I can use historical vocabulary accurately, including amphitheatre, chorus, tragedy, comedy and legacy.



## Physical Education Rounders Year 6

### Unit Purpose

Pupils will learn to consistently apply effective **tactics** for both batting and fielding.

Pupils will utilise their prior knowledge of **batting** and **fielding tactics** and consider when, where and why they will apply these during a game.

### Inspire Me

The National Rounders Association, known as **Rounders England** was founded in 1943. One of the great things about rounders is that the rules can be adapted to suit the age and abilities, meaning that everyone can join in.



### Key Success Criteria

- P** Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.
- C** Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.
- S** Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- W** Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.



### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Fielder:** A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.

**Bowling:** is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.

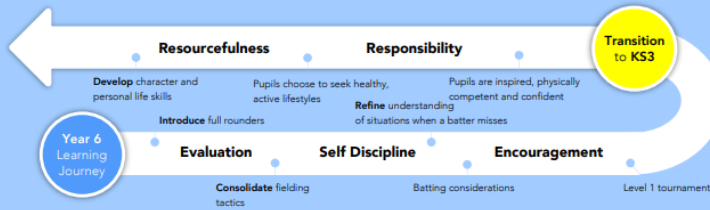


### Sport Specific Vocabulary

**Run Out:** A run out occurs when a batter running to a base fails to reach that particular base before the ball and is stumped or a batter overtakes another batter when running around the bases.

**Outfielder:** An outfielder is a player on the fielding team, not on a base or the backstop. An outfielder is responsible for catching and returning the ball to a base to prevent the batter from scoring a rounder.

**Umpire:** is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly.



## Physical Education Athletics Year 6

### Unit Purpose

The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of **competitions**.

Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.

### Inspire Me

**Dick Fosbury** is a retired high jumper who is considered one of the most influential athletes in history. He revolutionised the high jump event with a "back-first" technique, which is adopted by almost all high jumpers today.



### Key Success Criteria

- P** Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.
- C** Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.
- S** Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.
- W** Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example.



### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Teamwork:** Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

**Speed:** Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

**Evaluation:** means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances.



### Sport Specific Vocabulary

**False Start:** A false start is where an athlete begins a running race before they are permitted to do so.

**Events:** The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events.



### Knowledge organiser: Let's celebrate



#### "All about me!" Bank

**Je m'appelle** - My name is  
**J'ai..ans** - I am ... years old  
**J'habite à** - I live in  
**avec** - with  
**mon père** - my dad  
**ma mère** - my mum  
**J'ai** - I have  
**les cheveux marron** - brown hair  
**les yeux marron** - brown eyes  
**Je suis créatif** - I am creative  
**Je suis sportif** - I am sporty  
**Je suis drôle** - I am funny  
**Je suis active** - I am active (f)  
**J'aime jouer** - I like playing  
**c'est amusant** - it's fun  
**c'est ennuyeux** - it's boring  
**Je joue** - I play  
**mes amis** - my friends  
**au collège** - at high school  
**Mon anniversaire est en...** - My birthday is in...  
**Ma couleur préférée est** - My favourite colour is...  
**Mon numéro préféré est** - My favourite number is...

#### Mocktail bank

**Ajoutez** - Add  
**Pressez** - Squeeze  
**Coupez** - Chop  
**Mélangez** - Mix  
**Servez** - Serve  
  
**le mixeur** - the blender  
**le jus** - the juice  
**votre goût** - your taste  
**un verre** - a glass  
**des glaçons** - ice cubes  
**délicieux** - Delicious

#### Scavenger hunt nouns bank

**une feuille** - a leaf  
**un arbre** - a tree  
**un nuage** - a cloud  
**une fleur** - a flower  
**un bâton** - a stick  
**une pierre** - a stone  
**un insecte** - an insect  
**un banc** - a bench

#### Grammar

##### conjunctions:

**et** - and  
**mais** - but  
**car** - because

##### Adverbs

**parfois** - sometimes  
**toujours** - always

#### Phonics

**"j"** (je, j'ai, j'habite, j'aime)  
**"ez"** (ajoutez, pressez)  
**"ge"** (collège, nuage)