
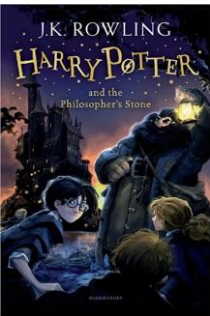




Year 6 Learning Overview: 2

<p>Enquiry 1: What could Soundwell look like?</p>  <p>This exciting enquiry allows learners to imagine a future world.</p> <p>After exploring the problems faced by an ever-increasing population, and the issues around climate change, learners will start to explore ways to solve these problems.</p> <p>They will consider ways to make cities more sustainable by thinking about recycling, using natural resources, reducing air pollution, ensuring green spaces for inhabitants and climate-friendly travel solutions.</p> <p>Towards the end of the enquiry, learners will pull all of this knowledge together with their engineering and science skills to develop a prototype city for the future. Their final ambition pieces will be showcased in an exhibition.</p>	<p>Being a Writer: Cogheart</p>  <p>Our second exciting text in Year 6 is the first in the most well-known children's fiction series ever - Harry Potter, by J.K. Rowling. Year 6 will use this text to explore a range of grammatical features such as different forms of speech, cohesion within a text as well as punctuation to clarify meaning such as colons and dashes.</p> <p>We will then use these skills to explore other genres such as instructions, newspaper reports and Brochure writing.</p>	<p>Being a Scientist:</p> <p>Learners will build on their knowledge of electricity from Year 4 by experimenting with factors that increase or decrease energy output. They will use their understanding of sustainable, renewable energy sources to suggest ways to improve future infrastructures.</p>
<p>Being a Reader:</p> <p>In term 3, readers will return to answering inference-style questions. Questions will challenge readers to unpick what the author is trying to say and to further understand what characters are thinking and feeling. In addition, we will be developing our oracy skills through Book Talk lessons.</p>	<p>Being a Computer Technologist:</p> <p>In Term 3, we will use our programming skills to build on what we know from Year 5. This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.</p> <p>Being a Theologian:</p> <p>Children will explore the question 'Is it better to express your religion in arts and architecture or in charity and generosity?' Children will consider what places of worship offer their followers and will focus on Islam and Christianity to make comparisons between faiths. Learners will also explore other ways that people of faith worship their God and make decisions on whether these are a better expression of faith than worship.</p>	
<p>Being an Engineer: Design, Make, Do</p> <p>For this enquiry, learners use their engineering skills to design future infrastructures for towns and cities for the benefit of their inhabitants. They will explore different ways to represent their prototypes such as paper nets and doweling structures. We will also explore the use of CAMs and incorporate these moving mechanisms into our city designs.</p>	<p>Being a Mathematician:</p> <p>In Term 3, we will be focusing on fractions, decimals and percentages. We will be learning to find equivalent fractions, simplify fractions as well as adding, subtracting and dividing fractions. In addition, we will be converting improper fractions to mixed numbers and vice versa. We will also be recognising the % symbol and understanding that per cent relates to 'number of parts per hundred'. We will also solve problems which require knowing decimal and percentage equivalents e.g, $50\% = 0.5 = \frac{1}{2}$.</p>	<p>Being an Athlete:</p> <p>In Term 3, Year 6 will be coached by Bristol Sport who will be developing our skills as gymnasts.</p> <p>Outside, children will hone their Netball skills with focussed work on passing, receiving and travelling. Towards the end of the term, learners will apply these skills in mini matches against their peers.</p>