



# Girton Glebe Primary School Curriculum Inquiry

Oak Class (Y6) – Summer 2

<p><b>English:</b></p> <p>As well as completing our class text from last half term, “<b>Blitzed</b>” by Robert Swindells, we will be reading ‘<b>The Island</b>’ by Armin Greder. These texts will serve as our stimuli for much of our writing. With this as our focus, we will write the following text types:</p> <ul style="list-style-type: none"><li>• Letters</li><li>• Newspaper Articles</li><li>• Biographies</li><li>• Poetry</li></ul> <p>We will continue revising and consolidating our understanding of the following Year 6 grammar:</p> <ul style="list-style-type: none"><li>• Using colons, semi-colons and dashes to mark boundaries between independent clauses.</li><li>• Using colons to introduce a list and semi-colons between items in a list.</li><li>• Using hyphens to avoid ambiguity.</li><li>• Identifying subjects and objects within sentences and whether a sentence is active or passive.</li><li>• Understanding the relationship between synonyms and antonyms and giving examples of these.</li><li>• Using a wider range of cohesive devices to link ideas within and across paragraphs.</li><li>• Understanding the difference between formal and informal register and using the subjunctive form where appropriate.</li></ul>	<h1>Sharing the Planet</h1>				<p><b>Maths:</b></p> <p>Maths will focus on reviewing and csing key skills in problem solving and reasoning activities.</p> <p>The skills covered will include how to:</p> <ul style="list-style-type: none"><li>• Read and interpret pie charts</li><li>• Accurately draw pie charts</li><li>• Calculate the mean from a data set</li><li>• Add and subtract mixed numbers</li><li>• Multiply and divide mixed numbers by integers</li><li>• Add, subtract, multiply and divide using numbers with up to 3 decimal places</li><li>• Identify the properties of 2D and 3D shapes, identifying and naming these</li><li>• Calculate missing angles from known information</li><li>• Solve problems involving area, perimeter and volume of shapes</li><li>• Translate and reflect shapes in all 4 quadrants</li><li>• Use coordinates accurately</li><li>• Calculate fractions of amounts</li><li>• Calculate percentages of amounts</li><li>• Round decimals to the nearest whole</li><li>• Round decimals to one decimal place</li><li>• Multiply and divide numbers involving decimals by 10, 100 and 1000</li><li>• Convert between units of measure</li></ul>
	<h2>Central Idea</h2> <p>Equal opportunities are the only way for our world to thrive.</p>				
	<h2>Lines of Inquiry</h2> <p>An inquiry into:</p> <ul style="list-style-type: none"><li>• How inequality causes conflict. (Causation)</li><li>• The rights we need to prioritise in our world for the future. (Perspective)</li><li>• How equality has changed over time. (Change)</li></ul>				
	<h2>Key Vocabulary</h2> <p>(from a range of subjects)</p>				
	Inequality	Discrimination	Oppresion	Equity	
	Justice	Social Responsibility	Cultural Sensitivity	Equality	
	Empowerment	Reform	Social Movements	Civil Rights	
Marginalisation	Protest	Conflict	Historical Injustice		



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<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Causation:</b> Looking at reasons for things – causes and consequences.</li> <li>• <b>Perspective:</b> Understanding different viewpoints and recognizing how they shape knowledge and understanding.</li> <li>• <b>Change:</b> Recognising and understanding transformation, growth, and development.</li> </ul>	<p><b>Approaches to Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Thinking Skills:</b> Knowing key historical and contemporary examples of conflicts and crises analysing causes, consequences, and perspectives on conflicts. Understanding how conflicts shape governance, societal structures, and change over time.</li> <li>• <b>Research Skills:</b> Identifying reliable sources and methods for investigating conflicts and governance. Gathering, evaluating, and synthesising information from multiple perspectives. Understanding the importance of evidence-based conclusions in understanding crises.</li> <li>• <b>Communication Skills:</b> Finding effective ways to present arguments and findings on conflicts and governance. Expressing well-reasoned viewpoints in discussions, debates, and writing. Understanding how different perspectives influence the interpretation of conflicts.</li> </ul>
<p><b>Line of Inquiry:</b> • How inequality causes conflict. (Causation)</p> <p><b>In this Line of Inquiry, we will cover the following concepts:</b></p> <ul style="list-style-type: none"> <li>• Exploring how economic inequality can lead to social and political revolutions. (History)</li> <li>• Examining how unequal access to natural resources causes tension between communities. (Geography)</li> <li>• Considering how writers use storytelling to highlight social injustice. (English)</li> <li>• Understanding how creative expression can raise awareness of social conflict. (Art)</li> </ul>	<p><b>Line of Inquiry:</b> • The rights we need to prioritise in our world for the future. (Perspective)</p> <p><b>In this Line of Inquiry, we will cover the following concepts:</b></p> <ul style="list-style-type: none"> <li>• Considering how innovation can support the right to health and safety. (DT)</li> <li>• Exploring how different societies have defined and prioritized rights throughout history. (History)</li> <li>• Considering how creative expression can amplify voices calling for justice. (Art)</li> </ul>



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**Line of Inquiry:** How equality has changed over time. (Change)

**In this Line of Inquiry, we will cover the following concepts:**

- Exploring how the concept of equality has developed across different historical periods. (History)
- Investigating how urban development has influenced social and economic equality. (Geography)
- Considering how technology has improved equality in communication and mobility. (Science)

**In Reading,** we will continue to practise the following skills in preparation for transition to Year 7.

- Summarise the main events and key details of more than one paragraph, identifying details that support the main ideas.
- Draw inferences about characters' feelings, thoughts and motives from their actions, providing evidence from the text.
- Make reasonable predictions based on evidence in the text, both stated and implied.
- Use evidence from the text to justify opinions or views.
- Consider authors' vocabulary choices and the impact of these on the reader.

**Science:**

Taught by Miss Horne (IVC) on Monday afternoons.

This half-term we will continue looking at **Electricity**. The skills covered will include:

- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Comparing and giving reasons for variations in how components function, including: the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Using recognised symbols when representing a simple circuit in a diagram.
- Learning how to vary the effects of electrical components (e.g., changing the number of cells).
- Understanding the concept of voltage in a practical way.
- Designing and drawing circuits using correct symbols and troubleshooting when circuits don't work.

**R.E:**

Our RE focus this half-term will be Lailat al Miraj (Islam). The skills covered will include how to:

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.



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<p><b>Music:</b></p> <p>In this unit, Year 6 pupils will dive into the exciting world of music technology by using YuStudio, Charanga's online digital audio workstation (DAW). Pupils will learn how to create, edit, and produce their own music tracks while developing key listening, composing, and performance skills. Throughout the unit, pupils will:</p> <ul style="list-style-type: none"> <li>• Explore how music is made using digital tools and software.</li> <li>• Learn how to layer sounds, create loops, and edit audio.</li> <li>• Understand musical elements such as structure, tempo, pitch, and dynamics through hands-on creation.</li> <li>• Use YuStudio to compose a short piece of music in a chosen style (e.g. electronic, hip-hop, film music).</li> <li>• Reflect on their musical choices and share their work with peers in a classroom showcase.</li> </ul> <p>By the end of the unit, pupils will have gained confidence in using technology to express musical ideas creatively and collaboratively, while developing an understanding of how modern music is produced.</p>	<p><b>Art &amp; DT:</b></p> <p>This half-term pupils will be looking at 'designing for inclusion', linked to our central idea. Pupils will learn to:</p> <ul style="list-style-type: none"> <li>- Understand what inclusive design is and why it matters.</li> <li>- Identify barriers that prevent equal access to products, spaces, or experiences.</li> <li>- Apply design thinking to create a simple, inclusive product prototype.</li> <li>- Reflect on how design can contribute to a fairer, more accessible world.</li> </ul> <p>The class will also be collectively contributing to the Year 6 production by creating props, backdrops, scenery etc.</p>	<p><b>PSHE:</b></p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of "Changing Me" this half term. This topic will cover:</p> <ul style="list-style-type: none"> <li>- My Self-Image</li> <li>- Puberty</li> <li>- Babies: Conception to Birth</li> <li>- Boyfriends and Girlfriends</li> <li>- Real Self and Ideal Self</li> <li>- The Year Ahead</li> </ul>
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## **Computing:**

This half term we will be learning about Vector Drawing.

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

## **PE:**

PE this half-term will be **swimming** twice weekly on Wednesday mornings and Friday afternoons.