

## English

Short burst writing opportunities including:

### Eco— Wolf

**Innovated write:** Children will create a story based on Red Riding Hood but characters change (good to bad) using dialogue to convey character and move the action on.

### The Island

Speech based on characters from the book, The Island— Construct speeches from two opposing points of view .

Revision of spelling and grammar in preparation for SATs.

## History - When was the best time in history to be a child?

Compare life as a child in Britain in 4 eras: Stone Age, Romans, Vikings and WW2.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Devise historically valid questions about change, cause, similarity and difference, and significance.

Understand how our knowledge of the past is constructed from a range of sources.

Identify similarities and difference between a child's life in each era and now.

## RSHE –Endings and Transitions

### SRE: My Body

Explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.

### PATHS—Transitions

Celebrate their own and other's achievements during the past year. Recognise that change can be challenging and to identify the challenges and concerns around changing schools.

Identify how we can help ourselves and each other to cope with change in our lives

Express their hopes and expectations for the next year in their new schools.

Practise applying problem-solving skills to a realistic situation (TITAN)

## Computing— Spreadsheets

Pose relevant questions and build a data set.

Use an appropriate number format and formula for cells.

Use a range of formula and cell tools.

Produce a graph and use this to answer questions.

Make appropriate choices in how to present data.

## Maths—Being An Adult unit

We follow the National Curriculum Year 6 Programme of Study in Maths.

All areas will be revisited in preparation for SATs.

We will be focusing on problem solving strategies this term including working systematically, collaboration, working backwards and using logical reasoning.

Being An Adult unit:

Researching using Chromebooks and choosing a job.

Calculating Tax, National insurance and net income

Researching and choosing a home

Deduction rent and bills

Researching and choosing food

Calculating overall cost of living.

## Year 6—Summer Term 1 & 2

## Subjects and skills

## RE - What Kind of World should We Live In? Philosophy

Have a basic understanding of what philosophy is and where/ when it originated

Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.

Have an understanding of Socrates, Plato's, Aristotle's philosophies

Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.

## DT – Steady Hand Game

Research and analyse a range of children's toys.

Develop ideas for a steady hand game.

Design a game.

Select and use tools, equipment, materials and components.

Construct a stable base for the game to stand on.

Construct a working circuit with a sensor.

## Music - Singing

Learn a song to perform for the Leaver's Assembly.

Think about the audience when performing.

Perform with confidence and expression.

## French: Directions

Say and understand the directions/ key words: turn right, turn left, go straight on, turn around, directions, at the end of the road, at the traffic lights, cross the road, on the corner, I would like a ticket to, bus, train, plane.

Say and understand the prepositions: up, down, next to, on, near, behind,

Ask the questions: Where is...the bathroom, the airport, the bus stop... Where am I? And understand simple answers. I can say when I don't understand

Describe places.

Enjoy French fairy tales, using a French to English dictionary to search the meaning of unfamiliar words

## Science— Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Use recognised symbols when representing a simple circuit in a diagram.

## Working scientifically

I can plan different types of scientific enquiry

I can control variables in an enquiry

I can measure accurately and precisely using a range of equipment

I can record data and results using scientific diagrams and labels

I can use the outcome of test results to make predictions and set up a further comparative test

## PE— Athletics and Badminton Rounders and OAA

### Athletics

Work collaboratively with a partner to set a steady pace.

Develop your own and others sprinting technique.

Develop power, control and technique for the triple jump.

Develop power, control and technique when throwing for distance.

Develop throwing force and accuracy for longer distances.

Work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

Understand that there are different areas of fitness and how this helps me in different activities.

### Badminton

Develop footwork and the forehand and backhand grip.

Develop rallying and understand how to start a game.

Develop a range of shots to keep a rally going.

Learn how to score points and play in competitive games.

Select and apply the appropriate skill to a game situation.

Show respect, honesty and fair play when competing against an opponent.

### OAA

Build communication and trust whilst showing an awareness of safety.

Work as a team to solve problems, sharing ideas and collaborating with one another.

Develop tactical planning and problem solving.

Share ideas and work as a team to solve problems.

Develop navigational skills and map reading.

Use a key to identify objects and locations.

### Rounders

Develop the bowling action and understand the role of the bowler.

Develop batting technique.

Make decisions about where and when to send the ball to stump a batter out.

Develop a variety of fielding techniques and when to use them in a game.

Develop long and short barriers in fielding and understand when to use them.

Apply the rules and skills you have learnt to play in a rounders tournament.