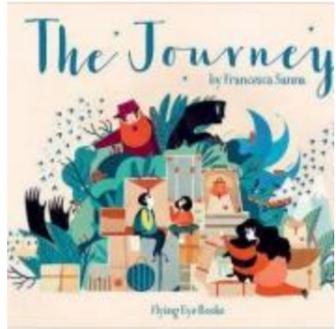


English



Reading and writing learning centred around high quality texts:

Text:

- The Journey

Written outcomes:

- Poetry
- Writing in role
- Persuasive letter
- Book/ booklet/ leaflet
- Collection of short stories
- Emotive letter
- Extension to narrative

Text:

- Arrival

Written outcomes:

- Letters
- List of rules
- Character descriptions
- Dairies,
- Short playscripts,
- Short report
- Guides

Text:

- Some Places More Than Others

Written outcomes:

- Letters
- Diaries
- Information leaflets
- Instructions
- Poetry

Text:

- No-one is too small to make a difference

Written outcomes:

Latin

There will be revision on how to conjugate the present tense. We will look at infinitives and impersonal verbs; personal pronouns (used for emphasis). We will meet their first past tense (the imperfect 'I was ...' and other forms of the verb). Case structure is primarily limited to nominative and accusative but, time permitting, we will meet possessive nouns (genitive).

Computing

- Simulating environments
- Investigating changing the script in a platform game
- Party time (Spreadsheets)

P.E.

- 1st Half: Tag Rugby & Health Related Exercise
- 2nd half: Cricket & Athletics

A Movement for Change Year 6 Summer term

As we prepare to transfer to secondary school, we will focus our thinking on what change feels like; how change can be a daunting time, yet also brings many positives and can make us stronger. We will develop empathy by learning about the different challenges faced by refugees and economic migrants and will find out about the significance of the Empire Windrush in the 1950s and 60s. We will learn about Greta Thunberg's movement against climate change and what we can do to help.

Ideas for topic texts to read at home: Windrush Child; The Unforgotten Coat; The boy at the Back of the Class; No Ballet Shoes in Syria; Boy Overboard.



Maths

Angles in triangles and polygons
Vertically opposite angles
Equal distance
Parts of a circle
Nets
Problem solving – place value, negative numbers, four operations.
Problem solving – fractions, decimals, percentages, ratio and proportion
Problem solving – time, position and direction, properties of shapes
The mean
Reading and interpreting pie charts and relate them to fractions and percentages.
Interpreting and constructing line graphs

Geography & History

Geography

- The class will describe and understand key aspects of human geography, including: types of settlement and land use; economic activity including trade links; distribution of natural resources. They will use this knowledge to challenge assumptions about migrants, asylum seekers and refugees, and to develop mutual respect, empathy and understanding. Including: what causes people to leave their homes and what their experiences are like; the meaning of the terms asylum seekers, migrants and refugees; what makes us who we are and how we can understand and celebrate our differences.
- Through learning about the work of Greta Thunberg, the class will explore how and why climate change is affecting the planet and what needs to be done to bring about change.

History

The class will examine why the arrival of the Empire Windrush was such an important story and what historical sources reveal about the life experiences and contributions to society achieved by the African and Caribbean people.

Map Quest:

Locational Knowledge:

Counties of UK

Map Skills:

Use index and contents page to find information in an atlas
Use and understand the need for O.S maps – symbols and keys
Measure curved line distances and straight line distances between two points on a plan and translate into km (or miles) using the scale
Identify features on large scale map and vertical air photograph
Know and use the 8 points of a compass and 6 figure grid references
Select the most appropriate route to get from A to B and give directions
Understanding of travel, time, distance e.g. Newcastle: 3 hours (train), 6 hours (car) and 1 hour (plane)
Draw and sketch maps to display information; label key geographical features and use symbols and key
Understand where (and why) there are areas of urbanisation.
Use digital / computer mapping to locate areas
Know and understand the importance of the Prime / Greenwich meridian and how it relates to time zones
Understand the difference between a political and topographic map

R.E.

The Transforming Spirit

Know about the Ascension and reflect on what it was like for the disciples. Understand what happened at Pentecost and reflect on how the Spirit transformed the Apostles. Deepen our understanding of Peter, the Apostle and reflect on how the Holy Spirit transformed him. Understand how the Holy Spirit worked through the Apostles and reflect on how the experience of the Apostles can help us. Understand the transformation that took place in Paul and reflect on how Paul's teaching can help us. Understand that the popes are successors of St. Peter and reflect on how they lead us to Jesus.

Called to Serve

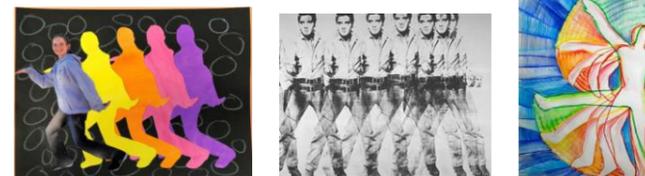
Understand that we are all called to be disciples and reflect on our response to this invitation. Understand what the Sacrament of Confirmation does for us and reflect on how the gifts of the Holy Spirit can help us. Know about the Sacraments of Marriage and reflect on the importance of this Sacrament. Know about the Sacrament of Holy Orders and reflect on these special ways to serve God and others. Understand that there are many ways to serve and reflect on a variety of ways to help others. Understand how some people responded to God's call and reflect on how God was able to use them. Understand what it means to be a disciple now and reflect on ways to use your gifts now and in the future

Islam

Charity in Islam and Messengers in Islam.

Art & D.T.

Art: We will look at the work of pop-artists Andy Warhol and Marcel Duchamp and will take inspiration from these artists to create the illusion of movement in our own art. We will explore the work of Futurist artists and will use mannequins to portray the movement of a figure in our own work.



D.T: Textiles: Use pattern cutting, measuring and a variety of hand stitches and joining techniques to make a travel wallet to take on the journey to secondary school.



Science

Working scientifically in Upper Key Stage 2

Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.

Choosing a suitable scientific enquiry. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions

Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.

Fair testing. Recognise when a simple fair test is necessary.

Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys.

Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Choosing equipment. They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately.

Collecting data. They should collect data from their own observations and measurements.

Measuring. They should use standard units.

Recording. They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences.

Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data

Making improvements. They should find ways of improving what they have already done.

Summer term topics

Evolution and Inheritance:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Key scientist: Charles Darwin

P.S.H.E

- ***Emotional Wellbeing:** Body Image
- ***Emotional Wellbeing:** Peculiar Feelings
- ***Emotional Wellbeing:** Emotional Changes
- Economic Awareness:** Budgeting – Money Supermarket
- Economic Awareness:** Consumer Sense 1 – Payment Terms
- Economic Awareness:** Consumer Sense 2 – A Class Catalogue
- Enterprise:** Generating Income – Making Money
- Enterprise:** Generating Income – Raising Money

Music

This terms focus is on the Waltz and students will listen to different waltzes and learn about various composers and the history of the Waltz. Students will learn to sing a song called The Waltz and perform short sections of famous waltzes that they learnt about in lessons.