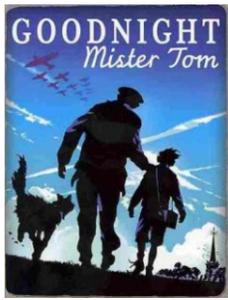


## English



Reading and writing learning centred around high quality texts:

**Text:**

- Goodnight Mr Tom

**Written outcomes:**

- Character description
- Setting description
- Diary entry
- Balanced arguments

**Text:**

- Macbeth

**Written outcomes:**

- Description of the battle
- News report –opportunities to write in two styles: 1) less formal news report as on the television; 2) more formal written report as in a quality newspaper
- Persuasive letter from Lady Macbeth to her husband
- Narrative: next chapter - Macbeth has just been crowned king. What happens next?

**Year 6 Grammar and spelling:** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; using passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; using expanded noun phrases to convey complicated information concisely; using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun; learning the grammar for years 5 and 6 in English Appendix 2

**Year 6 Punctuation:** using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently; use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

## Latin

Language recap of last term's work on nouns, adjectives and verbs. We will introduce adverbs, imperatives (commands), prepositions and conjunctions. We will tackle more difficult Latin sentences and introduce the subject (nominative) and object (accusative). Etymology and Roman culture will run alongside the grammar.

## P.E.

1<sup>st</sup> half: Handball & Dance: Carnival  
2<sup>nd</sup> half: Rounders & Outdoor Adventure Activities: Orienteering

## Britain at War Part II Year 6 Spring term

A siren sounds, a building crumbles, a Spitfire zooms overhead. Take cover! We're travelling back to the first half of the 20<sup>th</sup> Century and Britain is at War. Deep down in the Anderson shelter we will learn about why nations were fighting & why child evacuees had to make the long journey from their homes & families into unknown territory. We will delve deep into the bygone era – when loose lips sank ships.

**Ideas for topic texts to read at home:** Archie's War, The diary of Anne Frank, When Hitler Stole Pink Rabbit, Letters from the Lighthouse



## Maths

Multiplying decimals  
Dividing decimals  
Percentages  
Finding missing values  
Converting fractions to percentages  
Equivalent fractions, decimals and percentages  
Mixed problem solving  
Finding and using a rule  
Formulae  
Solving equations  
Metric measures  
Converting metric measures  
Problem solving – metric measures  
Miles and km  
Imperial measures  
Shapes with the same area  
Area and perimeter  
Area of a parallelogram  
Area of a triangle  
Problem solving – area  
Problem solving – perimeter  
Volume of a cuboid  
Ratio  
Scale drawings  
Scale factors  
Similar shapes  
Problem solving  
Measuring with a protractor  
Drawing shapes accurately  
Angles in triangles

## Music

This terms focus is on Jazz music and students will learn about famous jazz musicians, listen to different types of jazz music and compose their own chorus. They will also learn to improvise and perform their own improvisations.

## Computing

- Let's design in 3D
- Logo patterns

## Geography & History

We will explore what led to the build-up of WWII. We will find out about Adolf Hitler through sources and explore a witness account of Kristallnacht. We will find out about key themes and events such as the phoney war, operation pied piper, rationing, Blitzkrieg, Dunkirk and the Battle of Britain. We will find out about what it was like to be a child at the time of the Second World War. We will compare and contrast the two world wars and consider their affect on the modern world.

## Art & D.T.

**Art:** We will be studying the work of Henry Moore to create tube shelter perspective drawings. We will design propaganda posters based on the work of war artists such as Fougasse.



**D.T:** We will examine at Anderson shelters to determine what they were made from & how they were constructed & then use a range of materials to plan & construct our own mini shelters. To reinforce our science learning on electricity we will make electric fan buggies.



## P.S.H.E

- **Health:** Physical Illness – Bleugh!
- **Health:** Immunisation – One Sharp Scratch
- **Healthy Relationships:** Marriage – I promise...
- **Health:** Healthy Minds- Young Minds
- **Healthy Relationships:** Mental Wellbeing – Mind Business
- **Healthy Relationships:** Support and Care – Connections
- **\*Created to Live in Community:** The Trinity
- **\*Created to Live in Community:** Catholic Social Teaching
- **\*Created to Live in Community:** Reaching Out

## Science

### Working scientifically in Upper Key Stage 2

**Planning enquires.** Children should plan different types of enquiry to answer questions.

**Identifying variables.** Children should recognize and control variables where necessary.

**Secondary sources.** Children should recognize when secondary sources will be most useful to research their ideas and begin to separate opinion from fact.

**Using equipment.** They should choose the most appropriate equipment. Children should take measurements, using a range of scientific equipment with increasing accuracy and precision.

**Collecting data.** They should make their own decisions about what observations to make, what measurements to use, and how long make them for.

**Recording. They should choose how to record data.** Children should record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms).

**Analysing data.** Children should use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments.

**Making Improvements.** They should use their results to identify when further tests and observations might be needed

### Spring term topics

#### Animals including humans:

- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

*Key scientist: Dr Taussig*

#### Living things and their habitats:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

*Key scientist: Carl Linnaeus*

## R.E.

### Exploring the Mass

Know that Jesus is the bread of life. Think about what this means for us. Understand that Jesus made a New Covenant with us. Think about our part in this New Covenant. Understand the Penitential Act and the Liturgy of the Word. Reflect on our participation in them. Understand the Offertory and Consecration. Reflect on our part in them. Know that it is Jesus that we receive in Holy Communion. Be aware of how important this is for us. Understand that the Eucharist is the source and summit of life. Know that Jesus is present in the Blessed Sacrament.

### Jesus the Messiah

Deepen our understanding of Jesus. Reflect on what you believe about your faith. Understand that Jesus is the Messiah. Be aware of what this means for us. Know about the final journey Jesus made to Jerusalem. Reflect on the thoughts and feelings of Jesus. Know about the crucifixion of Jesus. Reflect on what it was like for Mary and the disciples. Deepen our understanding of the Resurrection. Reflect on what the Resurrection means for us. Know about the Holy Week ceremonies in church. Reflect on their importance for us.