



## English

During our English lessons this half-term, we will be focussing on writing information texts alongside other lengthier writing opportunities. We will be accessing playscripts with a focus upon reading aloud with expression, intonation, correct pacing, clarity and clear diction.

### Spelling

- Revise homophones.
- Revision of year 6 spellings looking at strategies for spelling words.
- Spelling Rules: root words and meaning.

### Grammar

- Revision of noun phrases to convey complicated information concisely.
- using commas to clarify meaning or avoid ambiguity in writing.
- Revising the use of hyphens.
- linking ideas across paragraphs using grammatical connections.
- We'll use formal / technical language, active and passive voice and structuring complex sentences in creating a non-chronological report about fears.

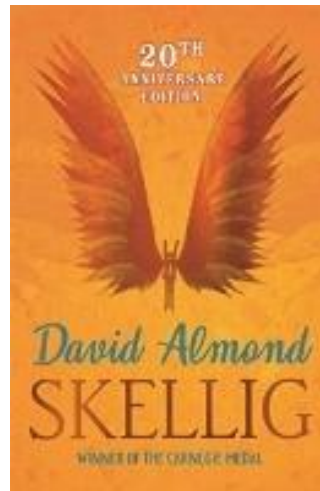
## Topic

### Wetley Rocks! Local Area Study



## Class Book

### Skellig by David Almond



## Maths

In Maths this half-term, we will be focussing upon the following areas of learning:

### Area, Perimeter and Volume

- Recognise that shapes with the same area can have different perimeters and vice versa.
- Find area and perimeter and recognise when formulae can be used.
- Calculate the areas of triangles and parallelograms.
- Estimate, calculate and compare the volume of cuboids.

### Statistics

- Interpret and construct line graphs.
- Interpret and construct pie charts.
- Interpreting bar charts and dual bar charts.
- Understand and calculate the mean of a set of given values.

### Shape

- Understand the rule for vertically opposite angles.
- Understand the rules for angles in a triangle and find missing angles within triangles.
- Understand how to find the value of angles in quadrilaterals and polygons.
- Identify and name the different aspects of a circle.
- Draw shapes accurately when given measurements.
- Understand nets of 3D shapes.

We will also complete revision of key areas of Mathematics ahead of the KS2 statutory assessments.

## Science Light

In Science, we will begin a new area study: light. This will consolidate and then build upon knowledge and skills taught previously in KS2.

### By the end of this unit, pupils will be able to:

- To know that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## Computing Programming – Variables

In Computing, we will turn our focus to programming- specifically, variables within games. This will be delivered using the online coding website, *Scratch* (which all children are able to access from home).

### By the end of this unit, pupils will be able to:

- Define a 'variable' as something that is changeable.
- To explain why a variable is used in a program.
- To choose how to improve a game by using variables.
- To design a project that builds on a given example.
- To use a design to create a project.
- To evaluate a project.

## RE What Would Jesus Do?

Religious Education lessons will be delivered by Miss Parish this half-term and the children will be studying the Christian theme of the Gospel by focussing on the big question of **What Would Jesus Do?**

### By the end of this unit, pupils will be able to:

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

### Pupils will know that:

- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

## PHSE Me and My Relationships

This unit involves the children discussing and learning about stereotypes and discrimination alongside their own personal development. Throughout the unit, pupils will:

- Have the opportunity to think about the impact of gender stereotypes.
- Have the opportunity to think about the consequences of racial bullying.
- Identify what they are and are not looking forward to as they grow up and discuss ways of allaying fears.
- Identify ways of coping with growing up.

## German Introduction to German

Miss Crossley, Moorside High School MFL teacher, will delivering German sessions to Y6 during the first part of the summer term in preparation for our pupils' transition to secondary school. The children will have the opportunity to complete speaking, listening and writing activities and will study the following areas:

- Understand the importance of the German language and learn about German culture.
- Learn basic greetings and introductions.
- Learn German names of family members, colours and numbers.
- Learn about basic German phonics and phonemes.

### **P.E. Tennis**

Physical Education lessons on Monday will be taught by Mr Vincent (BeeActive) and pupils should achieve the following outcomes:

- To develop the forehand groundstroke.
- To be able to return the ball using a backhand groundstroke.
- To develop the volley and understand when to use it.
- To develop the volley and use it in a game situation.
- To develop accuracy of the underarm serve.
- To learn to use the official scoring system.

### **Cricket**

Y6 will work with Mr Redfern on Thursday afternoons and will work towards achieving the following outcomes:

- To develop throwing and catching under pressure and apply these to a striking and fielding game.
- To develop bowling under pressure whilst abiding by the rules of the game.
- To strike a bowled ball with increasing consistency.
- To develop fielding techniques and select the appropriate action for the situation.
- To understand and apply tactics in a game.

### **Art Brave Colour**

This unit will enable pupils to explore how artists use light, form and colour to create immersive environments. Pupils will learn to:

- Explore the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.
- Respond to a creative challenge or stimulus, research the area, and make a creative response.
- Create a 3d model or 2d artwork which shares my vision with others.
- Use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.
- Present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.
- Listen to the creative ideas of others and share feedback about their work.

### **Geography Wetley Rocks!**

This half-term, we will complete a study of our local area as our Geography topic.

#### **By the end of this unit, pupils will be able to:**

- Interpret a broad range of maps of the local region and independently apply this information to their understanding of it (including route planning).
- Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region and how it meets people's needs.
- Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.
- Confidently and persuasively use geographical vocabulary when describing key information about the local region to external audiences, conveying a distinctive sense of place.

#### **By the end of this topic, children should know:**

- The location and principal features of their local region when seen at a range of scales, from the global to the immediately local.
- Ways in which human processes (such as economic and political processes, land use, settlement and change) operate within their local region.
- Ways in which the landscape of the region is used by people and affected by human activity.
- Ways in which the location and distinctive features of their local region compare and contrast with those of other places studied (especially regions in Europe and The Americas).