



English

We will be accessing playscripts with a focus upon reading aloud with expression, intonation, correct pacing, clarity and clear diction. We will work on oracy and conveying a clear message to an audience.

We will also work on a range of writing opportunities, including narrative writing.

Spelling

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

Grammar

- Relative clauses.
- Parenthesis (using commas, brackets and dashes).
- Revision of all grammatical features introduced so far.

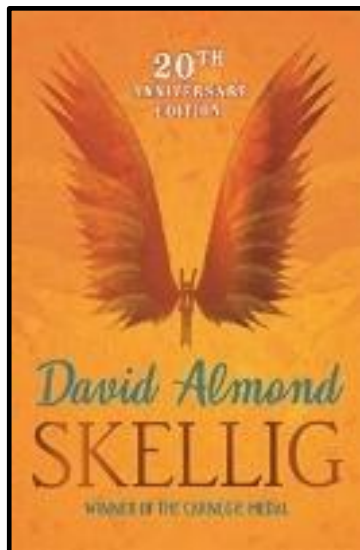
End of Year Production

Y6 will be working collaboratively to develop and deliver their end-of-year production, *The Amazing Adventures of Superstan!*

Wetley Rocks! Local Area Study



Class Book Skellig by David Almond



Maths

Transition to Secondary School & Projects

We will be completing the year by working through Mathematical problems and activities that bridge the jump from primary to secondary school.

We will make use of calculators (both standard and scientific) when necessary however there will still be a strong focus upon continuing to deepen fluency and speed of arithmetic.

In addition, we will complete a 'Futures' project that will build the children's understanding of finance in the real world and provide a real-world use for mathematical skills and problem solving.

Science

Evolution and Inheritance

In Science, we will begin a new area study: evolution and inheritance. 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:

- 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.

Moorside High School Science teacher, Mrs Mansell, will also be visiting the school to deliver a Science project involving four lessons based on further securing the children's understanding of 'Working Scientifically'.

RE

What is the Buddhist Way of Life?

Religious Education lessons will be delivered by Miss Parish this half-term and the children will be studying Buddhism and the big question of *What is the Buddhist Way of Life?*

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

- Describe the key beliefs and teachings of Buddhism, and the impact they have on the lives of Buddhists.
- They may also be able to explain how Buddhist beliefs in enlightenment, meditation and self-awareness compare and contrast to the key beliefs of other religions.

Pupils will know:

- How Prince Siddhattha Gautama became the Buddha – the 'enlightened one'.
- That there is no supreme deity in Buddhism.
- Buddhists strive to gain enlightenment (Nirvana) frequently by meditating.
- Buddhism has Four Noble Truths and Buddhists follow the Eightfold Path.
- Worship and meditation are different, but there are artefacts that help Buddhists to meditate.

PHSE

Me and Other People

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

- Understand how over time people can make a difference
- Be able to express their own point of view and that of others
- Understand what a stereo-typing is
- Have strategies to manage difficult situations
- Consider their own point of view and that of others.

<p style="text-align: center;">Computing Programming – Sensing</p> <p>In Computing, we will turn our focus to programming- specifically, sensing. This will be delivered using physical processors called micro:bits.</p> <p>By the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • To create a program to run on a controllable device. • To explain that selection can control the flow of a program. • To update a variable with a user input. • To use a conditional statement to compare a variable to a value. • To design a project that uses inputs and outputs on a controllable device. • To develop a program to use inputs and outputs on a controllable device. 	<p style="text-align: center;">D&T Digital World - Navigating</p> <p>This half-term, we will using micro:bit processors to complete a project involving the following areas:</p> <ul style="list-style-type: none"> • Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. • Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. • Identify errors (bugs) in the code and suggest ways to fix (debug) them. • Self and peer evaluate a product concept against a list of design criteria with basic statements. • Identify key industries that use 3D CAD modelling and why. • Recall and describe the name and use of key tools used in Tinkercad (CAD) software. 	<p style="text-align: center;">German Introduction to German</p> <p>Y6 will continue to focus on understanding basic German in preparation for their transition to secondary school. The children will have the opportunity to complete speaking, listening and writing activities and will study the following areas:</p> <ul style="list-style-type: none"> • 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. • Learn about hobbies and pets and describe these in German.
<p style="text-align: center;">P.E. Outdoor Athletics</p> <p>Physical Education lessons on Monday will be taught by Mr Vincent (BeeActive) and pupils should achieve the following outcomes:</p> <ul style="list-style-type: none"> • I can compete within the rules showing fair play and honesty. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I can perform jumps for distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. 	<p style="text-align: center;">P.E. Outdoor and Adventurous Activity</p> <p>Our OAA P.E. will be delivered during our residential trip to Standon Bowers Outdoor Education Centre alongside sessions in-school. The following objectives will be covered:</p> <ul style="list-style-type: none"> • To build communication and trust whilst showing an awareness of safety. • To work as a team to solve problems, sharing ideas and collaborating with one another. • To develop tactical planning and problem solving. • To share ideas and work as a team to solve problems. • To develop navigational skills and map reading. • To use a key to identify objects and locations. 	<p style="text-align: center;">D&T Digital World - Navigating</p> <p>This half-term, we will using micro:bit processors to complete a project involving the following areas:</p> <ul style="list-style-type: none"> • Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. • Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. • Identify errors (bugs) in the code and suggest ways to fix (debug) them. • Self and peer evaluate a product concept against a list of design criteria with basic statements. • Identify key industries that use 3D CAD modelling and why.

<ul style="list-style-type: none"> • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best. 		<ul style="list-style-type: none"> • Recall and describe the name and use of key tools used in Tinkercad (CAD) software.
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