




Catch Me If You Can

| English | Maths | Science |
|---|--|---|
| <p>Writing</p> <p><u>Non-chronological Reports (mythical creatures)</u></p> <ul style="list-style-type: none"> - Shape of a non-chron - Parenthesis - Range of y6 punctuation <p><u>Persuasive Speech (Greta)</u></p> <ul style="list-style-type: none"> - Shape of a speech - Metaphor - Precise verb/repetition - Scientific facts/ noun phrase - Elaborate facts <p><u>Poetry (Moth)</u></p> <ul style="list-style-type: none"> - Shape of a poem - Synonyms - Exclamation marks - Synonyms- tension-questions - Time adverbials <p>Spellings</p> <ul style="list-style-type: none"> - Vocabulary to describe feelings - Adjectives to describe characters - Grammar vocabulary - Mathematical vocabulary - Year 5/6 Common exception words (purple words) | <p>Reading</p> <p><u>Class Novel-</u> Go Big! By Matthew Burton</p> <p><u>Wider Curriculum-</u> Shackleton's Journey by William Grill</p> <p><u>Picture Book-</u> Moth by Isabel Thomas</p> <p><u>Performance Poetry-</u> Invictus</p> <p>Debate Topic- 'Does social media have more of a negative or positive influence on people's lives'.</p>  <p>-Unpick the different layers of meaning through summarising (e.g. this could be interpreted as..., perhaps the writer is suggesting...)</p> <p>-Clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts to support ideas and opinions.</p> <p>Book review: comparing and evaluating our class novels from across the year!</p> | <p><i>Prior Learning: Percentage of amounts, 4 operations, telling the time.</i></p> <p>Times Table focus:</p> <p>12x</p> <p>Times Table Rockstars Battle:</p> <p>Whole-school!</p> <p>We will be applying all of our KS2 skills to real-life situations.</p> <p><u>White Rose Futures</u></p> <ul style="list-style-type: none"> -salaries -Hourly rate -Bills -Mortgage -Budgeting for a holiday <p><u>Bakery</u></p> <ul style="list-style-type: none"> -Best value -Profit and Loss -Packaging -Cooking problems <p>Working Scientifically</p> <ul style="list-style-type: none"> • Setting up an investigation • Observing and taking measurements • Gathering, recording and presenting data/ Recording findings using scientific vocabulary • Reporting findings from enquiries including written and oral explanations • Use results to draw conclusions <p><i>Prior learning: We will be culminating our prior working scientifically skills and recapping each year 6 topic.</i></p> |

| PSHE | History | Art | Computing |
|---|---|--|---|
| <p><i>Prior learning- I can explain how bodies change during puberty</i></p> <p>Changing Me</p> <ul style="list-style-type: none"> - My Self Image - Puberty- truth or myth - Boyfriends and Girlfriends - Real Self and Ideal Self - Peer Pressure <p>We will also be recapping the difference between legal and illegal drugs, including age restrictions and associated health risks.</p> <p>Transition</p> <p>Children will take part in transition sessions to reflect on the year ahead. They will also be visiting their new secondary schools!</p> | <p><i>Prior learning: Non European society that provides contrasts with British History: Mayan Civilisation C AD900</i></p> <p>Crime and Punishment</p> <p>Key Enquiry Question: How has crime and punishment changed over time?</p> <p>Historical Study:</p> <ul style="list-style-type: none"> - Study of aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: - Changes in an aspect of social history over time- Crime and Punishment from the Anglo Saxons to present day in the 20th century <p>Historical concepts:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time • Continuity and change • Similarity and difference • Evidence • Interpretations <p>Chronological concepts:</p> <ul style="list-style-type: none"> • Duration • Concurrence • Interaction <p>Narrative of history</p> | <p><i>Prior Learning: Work in a sustained and independent way to experiment and develop their own style of painting.</i></p> <p>Focus: Colour</p> <p>Artist / architect: Nerys Levy Born:1945 Nationality: Welsh (resident of North Carolina US) Art form: painting- mixed water-based media on paper to create landscapes Art era / style: Contemporary</p> <p>Media: water colour paints</p> <p>Create hues of colours.</p> <p><i>Create tonal painting</i></p> <p>Select colours to accurately reflect objects and <i>tone</i>.</p> <p>Use colour to convey subtle emotions e.g. hope, fear, suspicion, feelings and events.</p> | <p><i>Prior Learning: Understanding the importance of e-safety</i></p> <p>Creating Media (websites)</p> <ul style="list-style-type: none"> - Analyse the structure of a website - Ownership and use of images (copyright) - Use the 'review' feature - Navigation Paths - Hyperlinks - Evaluating the user experience <p>MFL- French</p> <p><i>Prior learning: Saying hello, discussing age and how you are.</i></p> <p>What is the date? (Quelle est la date?)</p> <ul style="list-style-type: none"> - Repeat and recognise months of the year - Discuss birthdays - Say the date in French - Recognise key French dates |

| DT | PE | RE | Music |
|--|---|---|--|
| <p>Prior learning : Y6 science circuits; Y6 micro:bits in computing.</p> <p><u>Alarm Systems</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. | <p>Prior learning: To select and maintain a running pace for different distances.</p> <p>Competitive Games</p> <p>Cricket</p> <ul style="list-style-type: none"> - To create pressure on a batter by using a ring field - To perform a short-pitched bowl to get a batter to hit the ball in the air - -To play an 'on-drive' <p>Rounders</p> <ul style="list-style-type: none"> - Attacking tactical bowling to make it more difficult to hit - To track and catch a high ball - To use fast bowling to deceive your opponent - To work in a pair in the field to restrict scoring - To apply tactics when running around bases to avoid overtakes. <p>Resilience</p> <ul style="list-style-type: none"> - Look out for someone who is working really hard to improve their personal best - Who understands PE to be a journey as an individual and strives to better themselves instead of comparing to others? | <p>Curious and Valuing Knowledge</p> <p>The importance of Knowledge Holy Scriptures Belief in God</p> <p>Being Reflective and Self Critical</p> <p>The concept of salvation Reincarnation and the concept of Moksha</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> -Why do we like asking questions? What do Bahai's and Jains think about knowledge? Is there a cost to seeking wisdom? -Where is wisdom to be found? What do followers of Islam do to seek this wisdom? -How did Prince Siddhartha seek wisdom? How does the story of Siddhartha help Buddhists to still be curious and value knowledge? -How do we define a perfect life? How do Christians, Jews and Buddhists reflect on what it means to develop and grow in life? - What does Hinduism and Jainism teach about reflecting on your journey through life? - What does Islam teach about life's journey? What role does being reflective play? | <p>Prior learning: Sing melodies in unison showing an awareness of pitch.</p> <p>End of year production- Matilda</p> <p>Using voices</p> <ul style="list-style-type: none"> - Consider the audience when performing and how to create a specific effect. - Sing songs in solo, unison and in parts with clear diction, controlled pitch and breathing, expression and dynamics. |