



<p><b><u>English</u></b> The children will be writing a descriptive horror narrative where they will explore language to create anticipation, build up and a cliff-hanger. The children will be looking at using figurative language and imagery to improve their descriptions. The children will also be writing a non-chronological report about the Windrush movement.</p>	<p><b><u>Maths</u></b> In maths, children will be preparing for Year 7 with the four operations, geometry and statistics. They will be revisiting certain topics to enhance their knowledge and close any gaps. They will be given opportunities to explore maths in measurement and apply in different contexts.</p>	<p><b><u>Science</u></b> In science, children will continue to carry out experiments, investigate and make informed conclusions. They will also study various scientists who have affected the world and the path of science. Children will continue to think about how they could develop their own experiments, investigation and research to enhance their own knowledge.</p>
<p><b><u>History</u></b> The children will be taught the unit World War Two where they will be studying how the war affected the local area around us. They will discuss the Battle of Britain and how this influenced lives. In addition, they will be explaining what the holocaust was and what it was like to fight in the home front.</p>	<p><b><u>Spanish</u></b> In Spanish, the children will learn and practice songs, looking at rhymes, which are similar to the ones in the UK. They will also be listening to stories in Spanish and show some understanding of the main ideas – interpreting the meaning of the different sentences written. They will retell a story in Spanish and practice speaking aloud.</p>	<p><b><u>Physical Education (PE)</u></b> During the summer term, we are traditionally focused on preparation for our school sports day. This year we will be dividing our time between two activities: athletics and tennis. In athletics, we will be working on sprint techniques and successful handover of the baton for relay running. For tennis, the focus will be learning how to move your feet for positioning – both for hitting and receiving the tennis ball.</p>
<p><b><u>Personal Social Health Education (PSHE)</u></b> In PSHE, the unit is ‘relationships’, the children will discuss the qualities of a good friend, what a healthy relationship looks like and will recap puberty from year 5. They will be looking at male and female changes during puberty and understand the human reproductive system.</p>	<p><b><u>Music</u></b> This term we will learn and choreograph songs for our school production. We will read the script, discuss characters and analyse stage movement. We will discuss how to effectively practice, rehearse and present performances to audiences with a growing awareness of the people watching.</p>	<p><b><u>Religious Education</u></b> How can religion promote peace and justice in our society? The children will be explaining what peace, justice and injustice mean and how religious communities seek to promote justice. They will explore how prayer and worship contribute to peace allowing humans to reflect on their actions and choices. They will look at how religions promote good morals in life.</p>
<p><b><u>Computing</u></b> In computing, the children will be introduced to micro: bit as an input, process and output device that can be programmed. They will be explaining that selection can control the flow of a program and use different variables. They will update a variable with a user input as well as designing a project that uses inputs and outputs on a controllable device.</p>	<p><b><u>Art</u></b> In the unit, ‘Art in the 20th Century’, the children consider how Picasso developed cubism which led to abstraction and then explore work of significant British artists of the 20th century. They will consider abstraction by looking at the work of sculptor Barbara Hepworth and painter Frank Bowling, the influence of world war two on the work of Frank Auerbach. Finally, they explore how art can address the issue of identity through the work of Lubaina Himid.</p>	<p><b><u>DT</u></b> Children will be using their taught skills to plan their leavers’ food and helping in the designing of the production props. This will involve discussing, planning, editing, evaluating and refining their initial ideas. They will have to come up with collaborative ideas and learn how to plan within the given budget.</p>