



Literacy

Book Talk**Book:** Letters from the Lighthouse**Author:** Emma Carroll**Reading Key Performance Indicators:**

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.
- Provide reasoned justifications for his/her views.

Writing Genres:

- Diary Entry
- Rondeau Poetry

Assessed Writing:

- Diary Entry

Creative Writing:

- Horror Narrative
- Poetry

Pupils will learn to:

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.
- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Use a range of devices for cohesion within and across paragraphs.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.
- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- Use the passive to affect the presentation of information in a sentence.
- Use layout devices to structure text.
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.

Writing genre: Diary Entry

Immerse

- Read a range of diary entries from the era.

Analyse

- Use a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- Use semi-colons.
- Use emotive language.
- Use the spelling rule- vocabulary to describe feelings.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.

Write

- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- Write a diary entry using semi-colons, emotive language and vocabulary to describe feelings.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.
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Writing genre: Rondeau Poetry

Immerse

- To learn and perform a range of rondeau poetry for an audience.

Analyse

- Using a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- To use a range of literary devices to develop vivid imagery (similes, metaphors, alliteration).
- Use the spelling rule- Adjectives to describe settings.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.

Write

- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- To write a rondeau poem using a range of literary devices and adjectives to describe settings.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

Geometry- Position and Direction

Pupils will learn:

- To describe coordinates in all four quadrants.
- To translate 2-D shapes across all four quadrants.
- To reflect 2-D shapes across both axes.
- To solve problems involving coordinates

Statistics

- To calculate the mean.
- To interpret line graphs.
- To draw line graphs.
- To interpret and compare pie charts.
- To draw pie charts.

Ratio and Proportion

- To explore additive and multiplicative relationships.
- To use proportional language.
- To use ratio language.
- To use the ratio symbol.
- To describe situations using proportion and ratio.
- To interpret ratio problems (1).
- To interpret ratio problems (2).
- To interpret proportion problems.
- To interpret recipe problems.
- To solve problems involving scale factor.

Times Table Focus: Related Facts

Arithmetic Focus: Fractions/Decimals/Percentages

<p>Science</p>	<p><u>Evolution and Inheritance (continued)</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 6 - What is natural selection? • Lesson 7 - What is the theory of evolution? • Lesson 8 - What is evolution? • Lesson 9 - Why do animals become extinct? • Lesson 10 - How can we save endangered animals? <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Natural selection is when living things are better adapted to their environments and have a greater chance of survival. • Evolution takes a very long time and animals do not simply chose to evolve. • Who Charles Darwin and Alfred Wallace were and why they are considered significant. • Why living things produce offspring of the same kind. • Why offspring vary and are not identical to their parents.
<p>History</p>	<p><u>Conflict and Resolution (continued)</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 6 - Why did a second world war break out in 1939? • Lesson 7 - How did Britain fight in the Second World War? • Lesson 8 - What was the impact of the Second World War on Britain? • Lesson 9 - How successful was Britain in rebuilding after the Second World War? • Lesson 10 - What measures were put in place to maintain peace after the Second World War? <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • In 1934, Hitler was able to declare himself Führer (Leader) and had absolute power in Germany. • On 1 September 1939, Hitler invaded Poland. On 3 September, France and Britain declared war on Germany. • On 2 September 1945 the Second World War finally ended • A 1942 report by William Beveridge led to the creation of the welfare state • In 1945, the United Nations (UN) was formed to maintain international peace and security. • Many signed the UN charter and agreed to follow its terms.
<p>Geography</p>	<p style="background-color: #cccccc;"> </p>
<p>RE</p>	<p><u>Desert to Garden * Pupils are accessing the new RED curriculum Believe</u></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • At the Last Supper Jesus showed his love by washing his disciples' feet. • Jesus showed his love by dying on the cross. On the cross he took on the guilt and pain of the whole world to bring the world back home to God's perfect love. • Mary is the mother of all Christians.

	<p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That Mass on Holy Thursday recalls Jesus' actions at the Last Supper, including washing the feet of the apostles. • The Stations of the Cross are a prayerful reflection on Christ's journey to the cross. <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem. • Explore different representations of the Stations of the Cross or prayers of the stations in different places in the world, such as the Via Crucis in Rome or the high stations in Lourdes. • Encounter some artistic representations of the Holy Week as depicted in the gospel of John, such as Sieger Koder 'The washing of feet', or extracts of St John's passion by Bach. <p><u>Understand, Discern, Respond</u> Pupils will learn:</p> <ul style="list-style-type: none"> • To understand how Lent transforms us. • To understand the story of Jesus being anointed at Bethany. • To understand the account of the Last Supper in the gospel of Saint John. • To make links between the account of Jesus washing His disciple's feet and what happens at Mass on Holy Thursday. • To show an understanding of the account of Jesus' arrest and trial in the gospel of John. • To understand the account of Jesus' death and how this shows his love for all people. • To explain what is meant by Mary being the mother of all Christians. • To make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross. • To prayerfully reflect on what Jesus teaches about true discipleship.
Art	<p><u>Card Craft</u></p> <p>Mother's Day Pupils will use felting to create an outdoor scene and sew buttons as flowers.</p> <p>Easter Pupils will use batik to create an Easter scene and use 3D applique to decorate.</p>
Design Technology	<p><u>Cooking</u> Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1 - To explain the use of complementary flavours. • Lesson 2 - To research and design a three-course meal. • Lesson 3 - To explain recipe choices. • Lesson 4 - To apply culinary skills and knowledge (starter). • Lesson 5 - To apply culinary skills and knowledge (main). • Lesson 6 - To apply culinary skills and knowledge (dessert).

	<p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
Computing	<p>iData</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To identify some parts of a spreadsheet. • To understand that spreadsheets can be used to store numerical data and to make calculations. • To enter a formula to calculate totals. • To understand that graphs and charts can be created and easily be changed from spreadsheet data. • To use a spreadsheet to model a costing exercise. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To select, use and combine a variety of software on a range of digital devices, and to design & create a range of programs, systems and content that accomplish given goals.
PE	<p>Striking and Fielding – Rounders</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • 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 • To apply skills and knowledge to compete in a tournament. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • strike a bowled ball with increasing consistency. • use a wider range of skills with increasing control under pressure. • use the rules of the game consistently to play fairly. • work collaboratively with others to get batters out. • work in collaboration with others so that games run smoothly. • recognise my own and others strengths and areas for development and can suggest ways to improve • apply some tactics in the game as a batter, bowler and fielder.
French	<p>Planning a French holiday</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: To begin using the future tense. • Lesson 2: To identify and form the present and near future tenses. • Lesson 3: To describe which clothes to pack for a holiday. • Lesson 4: To plan a holiday to France. • Lesson 5: To plan a holiday to France.

	<p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To remember the countries in the world in French. • To use a writing model to create a complex sentence. • To begin to understand the present and future tense of 'aller' in French. • To identify the present and future tenses in reading and listening. • To label images of clothing correctly. • To speak in sentences and write a paragraph. • To recognise familiar words and cognates. • To begin to understand a given text to be able to answer questions. • To find out information from a range of websites and use this information to plan a holiday.
Music	<p><u>Baroque</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To understand the importance of Monteverdi in the history of opera. • To read and play a canon from staff notation. • To demonstrate an understanding of Baroque music features when composing. • To combine knowledge of staff notation and aural awareness to play a fugue. • To apply their understanding of fugue structure when performing with others. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that music in which very similar parts are introduced one by one to overlap is called a canon. • To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. • To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. • To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. • To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
RSE	<p><u>Religious Understanding</u></p> <p>Is God Calling You?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That God calls us to love others. • About ways in which we can participate in God's call for us to love others. <p><u>Personal Relationships</u></p> <p>Under Pressure</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Pressure comes in different forms, and what some of those different forms are. • There are strategies that they can adopt to resist pressure. <p>Do you Want a Piece of Cake?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To understand what consent and bodily autonomy means. • To discuss and reflect on different scenarios where it is right to say 'no'.

	<p>Self- Talk Pupils will learn:</p> <ul style="list-style-type: none"> • How thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. • To apply this approach to personal friendships and relationships <p>Build others Up Pupils will learn:</p> <ul style="list-style-type: none"> • About prejudice, bullying and discrimination: what they mean and how to challenge them. • About protected characteristics from the Equality Act 2010 such as race, age and disability. • That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.
Immersive Events/Visits/Visitors	<ul style="list-style-type: none"> • Ash Wednesday Liturgy • World Book Day • Our Lent Big Walk