

**Book Talk****Book:** The Boy at the Back of the Class**Author:** Onjali Q Rauf**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:

- Persuasive Letter
- Fantasy Narrative

Assessed Writing:

- Persuasive Letter

Creative Writing:

- Adventure Narrative

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: Persuasive Letter

Immerse

- Engage in a debate, based on a current topic of interest.

Analyse

- Identify the key features of a persuasive letter.

Skills

- Use a range of cohesive devices within a persuasive letter.
- Use persuasive words and phrases within a persuasive letter.
- Use the spelling rule- prefixes and suffixes.

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 persuasive letter.

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.

Writing genre: Fantasy Narrative

Immerse

- Explore a range of fantasy narrative excerpt to understand the genre.

Analyse

- Identify the key features of a fantasy narrative.

Skills

- Use a range of cohesive devices within a fantasy narrative.
- Use dialogue to advance the action and convey character.
- Use the spelling rule –ent and –ence.

Plan

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

Write

- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- To write a fantasy narrative.

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.

Maths

Fluency, Reasoning and SATs Readiness

Pupils will learn:

- To consolidate and deepen their understanding of key Year 6 mathematical concepts, focusing on fluency, reasoning and problem solving.

Pupils will revisit:

- Number and place value including fluency with large and negative numbers.
- The four operations with increasing complexity and multi-step contexts.
- Fractions, decimals and percentages including equivalence and calculations.
- Ratio and proportion.
- Algebra including generalisation and simple formulae.
- Measurement including conversions, area, perimeter and volume.
- Geometry including properties of shape, angles and position/direction.
- Statistics including interpretation and comparison of data.

Times Table Focus: Rapid recall and application of multiplication and division facts.

Arithmetic Focus: Accuracy and efficiency across all arithmetic operations, including fractions, decimals and percentages.

Science

Electricity and Circuits

Pupils will learn:

- Lesson 1 - How do we use electricity?
- Lesson 2 - Where do we get electricity from?
- Lesson 3 - What is a series circuit?
- Lesson 4 - How do we use circuit diagrams to represent circuits?
- Lesson 5 - How can we change circuits?
- Lesson 6 - How will I use my knowledge to design a child's night light?

Pupils will know and understand:

- Electricity is a type of energy produced when electrons move around very quickly and create a current.
- Electricity can be produced by generators which can be powered by renewable and non-renewable sources.
- Electrical components in a circuit can be represented by symbols.
- The symbols for a bulb, cell, battery, buzzer, motor and switch (on and off).
- What happens to the components in a circuit if a component is added to the circuit or a component is changed.
- The difference between a parallel and a series circuit.
- We measure electricity in volts (V).

History

Geography

Global Challenges – Climate Change

Pupils will learn:

- Lesson 1 - How does the climate of a place influence how its land is used?
- Lesson 2 - What is climate change?
- Lesson 3 - What causes global warming?
- Lesson 4 - What are the effects of climate change?
- Lesson 5 - How does climate change affect land use?
- Lesson 6 - How can we make a difference?

Pupils will know and understand:

- Climate is the average weather conditions in a place for a long period of time (30 years or more).
- There are seven climate zones: equatorial, arid, tropical, Mediterranean, temperate, subpolar, and polar.
- There are three main types of land use: agricultural, forestry, and industrial.
- Climate changes such as rises in temperatures and increases in rainfall can affect how we use land.
- Climate change is a long-term change in the temperature and weather patterns in a place.
- Climate change can refer to a particular location or the planet as a whole.
- The more greenhouse gases there are in the atmosphere, the more heat gets trapped, which increases Earth's temperature.
- The rise in the planet's temperature is often referred to as global warming.
- Burning fossil fuels produces energy, but also releases greenhouse gases such as carbon dioxide, methane, and nitrous oxide into the air.
- The consequences of global warming will affect billions of people all around the world.
- The effects of global warming include glaciers and polar ice melting, sea levels rising, patterns of rainfall changing, producing floods or droughts, and habitats changing.
- Unexpected weather patterns can make it difficult to maintain and grow crops in areas that rely on farming.
- There are simple steps each of us can do to reduce our greenhouse emissions and our carbon footprint.
- The Paris Agreement is an international treaty which aims to reduce the emissions that different countries produce and prevent the global temperature from increasing further.

RE

To the ends of the Earth * Pupils are accessing the new RED curriculum

Believe

By the end of this unit of study, pupils will know that the Church teaches that:

- 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. (See Article 4 Apostles' Creed.)
- Mary is the mother of all Christians.

Celebrate

By the end of this unit of study, pupils will know:

- 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>Live 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. • 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 and the high stations in Lourdes. • Artistic representations of the Holy Week as depicted in the gospel of John, for example, Sieger Koder 'The washing of feet', or extracts of St John's passion by Bach. <p>Understand, Discern, Respond Pupils will learn:</p> <ul style="list-style-type: none"> • To understand that Christians believe Jesus rose from the dead. • To explore the experience of the disciples meeting the risen Jesus. • To describe the Christian beliefs in the resurrection and the Trinity. • To explain why Jesus is called the 'new Adam'. • To explore the story of Thomas after Jesus' resurrection. • To understand that some Christians are martyrs who die for their faith. • To describe and explain the different ways in which Christians bear witness to their beliefs. • To explore prayers of faith, hope and love to understand what matters most and how this can lead to different beliefs and choices. • To explore why people of religious faith sometimes chose a difficult way of life than give up their faith. • To describe how Missio witnesses to its Christian faith through its work.
Art	<p>Sculpture Pupils will learn:</p> <ul style="list-style-type: none"> • To analyse how art can explore the concept of self. • To explore sculptural techniques. • To use creative experience to develop ideas and plan a sculpture. • To apply an understanding of materials and techniques to work in 3D. • To problem solve, evaluate and refine artwork to achieve a chosen outcome. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • How to translate a 2D image into a 3D form. • How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping) • How to manipulate cardboard to create different textures. • How to make a cardboard relief sculpture. • How to make visual notes to generate ideas for a final piece. • How to translate ideas into sculptural forms.
Design Technology	
Computing	

PE	<p>Badminton</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To return the shuttlecock using an underarm clear. • To return the shuttlecock using an overhead clear. • To use a variety of shots to keep a continuous rally going. • To develop the serve and understand the rules of serving. • To employ tactics to play against an opponent and with a partner. • To apply rules, skills and principles to play against an opponent. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • The correct technique of playing a shot. • How to serve accurately. • Some tactics when serving. • A variety of shots in badminton. • To use their feet to increase participation in badminton.
French	
Music	
RSE	<p>Keeping Safe</p> <p>Sharing Isn't Always Caring</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • How to use technology safely. • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • How to report and get help if they encounter inappropriate materials or messages. <p>Cyberbullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • What the term cyberbullying means and examples of it. • What cyberbullying can feel like for the victim. • How to get help if they experience cyberbullying. <p>Types of Abuse</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To judge well what kind of physical contact is acceptable or unacceptable and how to respond

- That abuse violates the rights of children.
- That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.

Impacted Lifestyles

Pupils will learn:

- About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.
- How to make good choices about substances that would have an impact on their health.
- That our bodies are created by God, so we should take care of them and be careful about what we consume.

Making Good Choices

Pupils will learn:

- Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco.
- Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies.

Giving Assistance

Pupils will learn that:

- The recovery position can be used when a person is unconscious but breathing.
- DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

Immersive
Events/Visits/Visitors etc.

- **SATs**
- **Class Visit to Eden Camp**