



Literacy

Book Talk

Book: Seabeam

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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:

- Playscripts
- Classic Literature

Assessed Writing:

- Playscript

Creative Writing:

- Letter
- 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: Playscript

Immerse

- Perform a range of short playscripts to an audience.

Analyse

- Identify the key features of a playscript.

Skills

- Use of a colon within a playscript.
- Use layout devices to structure a playscript.
- Use parenthesis for stage direction in a playscript.

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 playscript.

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: Classic Literature: Macbeth

Immerse

- Explore the story of Macbeth.

Analyse

- Identify the key features and themes of shakespearean literature.

Skills

- Use a range of similies in the style of Shakespeare.
- Use a range of personification in the style of Shakespeare.
- Use a range of metaphor in the style of Shakespeare.

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 narrative in the style of Shakespeare.

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 Secondary School Preparation

Pupils will learn:

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

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

Circulation and Lifestyle

Pupils will learn:

- Lesson 1 - What is the circulatory system?
- Lesson 2 - What does the heart do?
- Lesson 3 - What is blood and why is it important?
- Lesson 4 - What are blood vessels and why are they important?
- Lesson 5 - How does exercise affect the body?
- Lesson 6 - How do drugs affect the body?

Pupils will know and understand:

- The circulatory system consists of the heart, the lungs and the systemic system.
- The role the heart play in the circulatory system.
- The names of the different parts of the human heart.
- Human blood consists of plasma, white blood cells and platelets and red blood cells.
- the role the lungs play in the circulatory system.
- How heart rate differs before and after exercise.
- How nutrients are moved around the body by the circulatory system after they are broken down by the digestive system.
- How diet, exercise and lifestyle impact the heart and the body.
- What drugs are (legal and illegal) and the impact of different drugs on the human body.

History

Global Challenges – Trade

Pupils will learn:

- Lesson 1- What are natural resources?
- Lesson 2- How are natural resources distributed?
- Lesson 3- How does the UK trade with the rest of the world?
- Lesson 4- Is trade around the world fair?
- Lesson 5- Sustainability: how does this challenge effect the globe?
- Lesson 6- How do we achieve sustainability?

Pupils will know and understand:

- Climate is the average weather conditions in a place for a long period of time (30 years or more).
- Natural resources are raw materials produced by the environment.
- Most natural resources fit into two categories: renewable and non-renewable.
- There is a rising demand in natural resources, and we are starting to see shortages.
- Overconsumption of natural resources means we are using them quicker than the Earth can replenish them.
- Natural resources are materials people get from the Earth that have economic value or are important for human life.
- Resources are distributed throughout the world, though not always evenly, and some people have better access to resources than others.
- Fresh water is not evenly distributed and around 80 per cent of the global population have less than they need.
- Goods are transported all over the world using ships, planes, and trains.
- An import is when goods or services are brought into a country from abroad for sale.
- An export is when goods or services are sent to another country for sale.
- The world's richest countries consume on average 10 times as many materials as the poorest.
- One of the factors used to determine the wealth of nations around the world is the Gross Domestic Product (GDP).
- Fair trade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.
- Approximately 80 per cent of the total amount of energy used globally each year comes from fossil fuels.
- There are four major types of non-renewable energy resources: oil, natural gas, coal, and nuclear energy. These are cheap to process and energy rich.
- There are renewable energy sources, such as wind and solar energy.
- To be sustainable means using resources today in a way that maintains their supplies for the future.
- Environmental science is all about finding ways to live more sustainably, which means using resources today in a way that maintains their supplies for the future.
- Environmental sustainability means being aware of your resource consumption and reducing unnecessary waste.
- We can achieve sustainability by acting on global, national, and local scales.

RE	<p><u>Dialogue and Encounter * Pupils are accessing the new RED curriculum</u></p> <p>Dialogue</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. • That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). • That Christians are responsible for promoting the common good. <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Some practical ways in which people can work together towards common goals. • The term 'worldview' and its meaning. <p>Encounter</p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life such as Hinduism or Sikhism or Buddhism or Jainism. <p><u>Understand, Discern, Respond</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To understand the meaning of dialogue in action. • To understand the term 'worldwide' and how this shapes our thoughts and actions. • To explore the meaning of Catholic Social Teaching and 'The Common Good'. • Class Project: Common Good in Action.
Art	
Design Technology	<p><u>Sculpture</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Developing through play – To research and analyse a range of children's toys. • Game plan – to design a steady hand game. • Base building – to construct a stable base. • Electronics and assembly – To assemble electronics and complete their electronic game. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that 'form' means the shape and appearance of an object. • To know the difference between 'form' and 'function'. • To understand that 'fit for purpose' means that a product works how it should and is easy to use. • To know that 'form over purpose' means that a product looks good but does not work very well. • To know the importance of 'form follows function' when designing; the product must be designed primarily with the function in mind. • To understand the diagram perspectives 'top view', 'side view' and 'back'.

Computing	
PE	<p><u>Athletics</u> Pupils will learn:</p> <ul style="list-style-type: none"> • To develop own and others sprinting technique. • To identify a suitable pace for the event. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To develop throwing with force and accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To compete within the rules showing fair play and honesty. • Help others to improve their technique using key teaching points. • Identify my own and others' strengths and areas for development and can suggest ways to improve. • Perform jumps for distance using good technique. • Select and apply the best pace for a running event. • Show accuracy and good technique when throwing for distance. • Understand that there are different areas of fitness and how this helps me in different activities. • Use different strategies to persevere to achieve my personal best.
French	<p><u>Visiting a Town in France</u> Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know modes of transport and prepositions. • To know vocabulary for the features of a town. • To know how to build a sentence to describe a route. • To know how to use negatives accurately. • To know how to agree and disagree and justify opinions. • To know how to analyse and identify grammatical features. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • French directions to school. • Directions to places in a French town. • Transport in a French town. • Sightseeing in a French town. • French tourism.
Music	<p><u>Composing and Performing a Leaver's Song</u> Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a melody can be adapted by changing its dynamics, pitch or tempo.

	<ul style="list-style-type: none"> • To know that chord progressions are represented in music by Roman numerals. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • A single year – to listen to and describe music. • Writing chorus lyrics – to write lyrics for a song. • Writing verse lyrics – to organise lyrics into a song structure. • Backing track – to use vocal improvisation and known melodies against a backing track. • Creating a melody – to compose a melody. • The final piece – to compose a verse melody.
RSE	<p><u>Created to Live in Community</u></p> <p>The Trinity</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. • To know that the Holy Spirit works through us to bring God’s love and goodness to others. <p>Catholic Social Teaching.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • The principles of Catholic Social Teaching. • That God formed them out of love, to know and share His love with others. <p>Reaching Out.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Learn to apply the principles of Catholic Social Teaching to current issues. • Find ways in which they can spread God’s love in their community.
Immersive Events/Visits/Visitors etc.	<ul style="list-style-type: none"> • End of Year Trip • Prom • Leavers Mass • Leavers Assembly