

- Literacy:** Literacy work will focus on ‘Treason’ by Berlie Doherty in the first half term:
- Explore character motivation within a specific historical context
 - Writing in role as a character whilst adopting historical vocabulary and conventions
 - Writing a series of letters in role as a character
 - Magpie phrases and vocabulary to enhance knowledge of a particular historical period
 - Precise and note-taking skills

- Literacy will focus on ‘Macbeth’ by William Shakespeare in the second half term:
- Using drama techniques to fully immerse the children in the story
 - Critically analyse film posters with relation to the story of Macbeth
 - Identify poetic techniques (simile, personification, repetition, alliteration) in written language
 - Story board Macbeth, using quotes from the original text-children to analyse Shakespearean language
 - Use haiku technique of poetry to write about characters from Macbeth
 - Writing in prose style, exploring particular scenes in Macbeth, focusing upon use of descriptive language and dramatic monologue-witches on the heath, banquet scene with Banquo’s ghost, final scene

Grammar and spelling will be taught weekly and will revise previously learnt grammar. Spelling lessons will follow the Year 6 appendix to the National Curriculum

History: The Tudors

- To study the Wars of The Roses, through drama and discussion techniques. To explore why and how The Tudors united the country and became the ruling dynasty
- To study Tudor society and the court of King Henry VIII in detail
- To research and understand why Henry VIII had 6 wives
- To study the reformation and the effects on society as a whole and more specifically with certain groups
- To look at and analyse the usefulness of primary and secondary sources of information
- To look at Tudor exploration as a bridging unit to next term’s topic-Explorers.

Computing:

- Computer science:** Using Scratch
- To decompose a game independently
 - Use variables to collect the score
 - Use loops within a game
 - Use conditional selection in a new context
- Information technology:** word processing
- Develop cutting and pasting skills
 - Check spelling and grammar
 - Orient page view and page size on different paper
 - Insert picture, understanding that text is primary
 - Save a word document as a PDF
- Digital literacy:** cyber bullying
- Know how to report and deal with online bullying

Science: Animals including humans:

- identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood
 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
 - describe the ways in which nutrients and water are transported within animals, including humans.
- Children will be encouraged to find answers to questions about their bodies e.g. How big is my heart? What is my pulse and how do I find it? What does blood do?
- Children will be given the opportunity to undertake practical tasks such as making ‘blood’ and finding out how intensive exercise affects our pulse (graphing results)

Art:

- Still life drawing of Tudor food-fish, fruit and vegetables-focus upon sketching techniques and detailed drawing in a variety of media
- Pen drawings of Tudor London
- Felting of Tudor Roses or Fish
- Printing of London buildings
- Tudor miniature portraits

Design and technology: Tudor Doorstops

Using knowledge of Tudor characters from history or from Macbeth, children will design and make a high-quality doorstop that is fit for purpose.

Skills:

Designing-to design a high quality doorstop that is fit for purpose in appropriate materials and that will hold a door open

Making-to develop skills on a sewing machine (with adult support)

Applique techniques-using additional materials to decorate the doorstop.

Music

- Based on Tudor music, we will:
- Develop confidence to sing and play in ¾ time
 - Learn Green Sleeves in three parts on the glockenspiel, reading notation
 - Perform as a class, with percussion accompaniment

French: We will learn to:

- Talk about regular activities
- Ask what others do
- Talk about what we like/ don’t like doing
- Talk about clothes
- Read and write words and simple sentences

PE: We will further develop our skills in:

- Athletics:** running; relay and hurdles; jumping; throwing
- Football:** ball control including long and short passes; shooting
- Swimming:** body position, breathing and timing

RE: Christianity and Buddhism. Exploring what it means to live a Christian life with a visitor from the Christian Church. Researching and producing information about Christian festivals and important events in the Christian calendar

Buddhism-following Buddha’s teaching-the story of The Monkey King

PHSE: Government and Politics-How does democracy work?

Trips and Visitors: National Maritime Museum, National Portrait Gallery, Residential trip to Swanage, Tower of London or Hampton Court Palace

Literacy: Literacy during this term will focus on the books 'Icetrup' and 'Shackleton's Journey' by William Grylls. Children will formulate in depth personal responses to a text.

- Note-making- from film media (Frozen Planet)
- Instructional writing-How to trap an Arctic/Antarctic animal (conduct peer interviews and use notes to create plan)
- Use drama techniques of freeze framing to understand how to convert direct speech into indirect speech. Punctuate dialogue
- Learn to vary sentence patterns (simple, compound and complex sentences) for effect
- Explore, in depth, a crew member from Shackleton's voyage. Create a letter persuading Shackleton to take them on the trip written in the first person and using persuasive techniques. Learn about the use of passive and active voice and use of the subjunctive
- Poetry-create a list poem based on thought and feelings of The Endurance crew using a fractured voices technique
- Explore suspense writing and write a chapter story based upon an explorer. Use the omniscient narrator technique to create a prologue and epilogue. Understand the use of parenthesis, clauses and phrases. Use adverbial phrases to create links between sentences and paragraphs.

Geography:

- Antarctica-research and explore features of flora and fauna, as well as aspects of environmental change
- Use atlases and globes to explore polar habitats
- Understand how to navigate through an atlas, locating information and using features such as index, charts, graphs
- Developing a more in depth understanding of latitude and longitude
- Explorers-look in depth at the lives of a specific Explorer
- Produce a high quality presentation in pairs on that particular explorer and their expeditions around the globe.

Computing:

- Computer science:** using Scratch
- Decompose an example game, identifying components needed
 - Plan game based on decomposition
 - Use *forever* loops
 - Use score and timer variables
 - Use extended testing and feedback
- Information technology:** research
- Find places with Google Maps and Google Street view
 - Find and cite the web address for any information or resource found online
 - Use different sources to double check information
- Digital literacy:** check validity of information on the web

Science: Evolution and inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
 - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Living things and their habitats:**
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
 - give reasons for classifying plants and animals based on specific characteristics.

Art:

Produce oil pastel drawings portraits of members of Shackleton's crew and the ship 'Endurance'

Look at graphic novels-produce a graphic novel version of 'Icetrup'

Take One Picture (based on a painting set by the National Gallery) produce individual and class art work for an exhibition.

SATS:

During this term, children will be preparing for SATS tests in May. They will be revising grammar and maths techniques and honing their skills in reading comprehension. Preparation for the assessments will also focus upon test techniques such as timing and P.E.E. (Point, Evidence, Explanation). Tests will take place on Maths (Arithmetic and Reasoning), Spelling, Punctuation and Grammar and Reading Comprehension. Writing is assessed throughout the year by the teacher.

Music: Samba song, singing in Portuguese and using percussion

- Song about Africa using melodic instruments and percussion
- Mandarin song, playing gongs and glockenspiel

French:

Talk about daily routines

- Make plans for a trip and buy tickets
- Talk about sports and preferences
- Read and write words and simple sentences

PE: We will further develop our skills in:

- Tag rugby:** running with the ball; passing; attacking and defending; matches
- Netball:** ball control; catching; footwork and defending; opposed
- Gymnastics:** creating balances with a partner and on apparatus; jumps from apparatus; using the climbing frame and ropes
- Volleyball:** basic techniques including using a net and serving; 5vs1 offence

RE: Buddhism-The Buddhist community worldwide. Pilgrimage and The Sangha. The Journey of Life and Death-The ways in which human experiences associated with death, loss, hope and meaning in life are understood in different religions

PHSE: Understanding the terms 'risk', 'danger' and 'hazard' and relating this to online safety. Exploring relationships-respect, trust and what is appropriate and inappropriate

Trips and Visitors: Natural History Museum or London Zoo or Kew Gardens to link with Science topic

Production: During this term, Year 6 will work towards their Artsmark Bronze award. A full scale production will be held at the end of term, during which all children will take part in acting, singing and dancing individually and as a chorus. Children will have the chance to take on different roles within this production, including lighting, sound, costume and set design as well as ticket and programme design. All children will design posters advertising the show and will fund raise for costumes/props. This is a fully inclusive project and will involve Year 6 working as a team rather than as individual classes.

Literacy: During this term, we will focus on genre writing.

- Explore different genres in film and text (sci-fi, horror, action, suspense, romance, detective)
- Categorise film posters in terms of their genre
- Design their own film poster for a particular genre
- Explore certain genres in more depth (romance, action and detective). Children will dip into film and text to look at the style and vocabulary of each genre
- Re-write a well known fairy story in a range of genres (romance, action and detective)

Children will explore film media and compare and contrast films.

Computing:

Computer science: music score planning

- Use sequences and repeat loops
- Convert algorithm to code
- Use abstraction to focus on the most important elements
- Use generalisation to adapt solution to new problems

Information technology: blogging

- Register for a blog
- Alter theme and appearance of blog
- Create new post, save and publish
- Reorganise posts and deleted those not wanted

Digital literacy

- Discuss implications of instant digital images
- Understand the law
- Know dangers of sending images on the open internet

Science:

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Art and Design and Technology:

- Children will be introduced to the work of animation artist Lotte Reiniger. They will watch and analyse a selection of her silhouette animations of fairy tales such as ‘Hansel and Gretel’ and ‘Jack and the Beanstalk’. They will then plan and create their own animated version of key scenes from Cinderella in this style using light boxes and animation software on iPads .
- Children will design and make props and scenery for their production

SATS

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Music:

Children will work with our music specialist on songs from our musical production. Children will play a variety of instruments (percussion and tuned) for the performance.

French: We will revise:

- Travelling on transport
- Describing clothes
- Talking about food
- Ordering food in a cafe

PE: We will further develop our skills in:

Gymnastics: creating balances with a partner and on apparatus; jumps from apparatus; using the climbing frame and ropes
Dance: creating movements to music; following an eight step routine; using the words in the songs to create relevant movements
Cricket: catching and throwing; bowling; striking; diamond cricket
Rounders: catching, bowling and batting; striking a moving ball; fielding including bases; matches

RE: Hinduism-The Hindu Life-worship in a Hindu Mandir. Pilgrimage-places and stories

PHSE: Understanding change-children will explore what it means to experience life change (with reference to their move to secondary school)

Financial education-children will understand the role that money plays in society and their contribution through VAT. Learn about enterprise through fundraising and ticket sales for their school production

Trips and Visitors: Chessington World of Adventures, Transition workshop