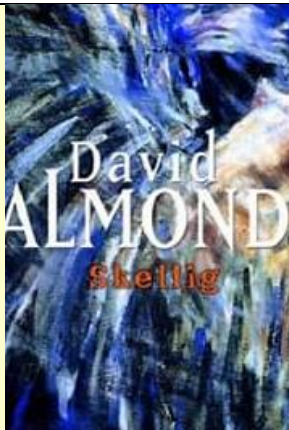


<p><b><u>Reading:</u></b> The class reader this term is Oliver Twist by Charles Dickens: The children will:</p> <ul style="list-style-type: none"> <li>Analyse characters, setting and themes within the novel.</li> <li>Examine how the story unfolds and how Dickens conveys meaning through language choice.</li> <li>Use context clues to work out the meaning of new vocabulary</li> </ul>	<p><b><u>Computing</u></b> Data Handling:</p> <ul style="list-style-type: none"> <li>Identify how bar codes work</li> <li>Identify how QR codes work</li> <li>Know how infrared waves transmit data</li> <li>Recognise how RFID is used</li> <li>Analyse and evaluate data</li> </ul> <p>Programming - Intro to Python:</p> <ul style="list-style-type: none"> <li>Writing algorithms for a purpose</li> <li>Understand basic Python commands and nested loops</li> <li>Use the programming language of Python</li> </ul> <p>Children will also use sign-posted sites to find out about a given topic and discussion copyright and acknowledgment of work.</p>	<p><b><u>Religious Education</u></b> Hinduism: Examining similarities and differences within Hindu approaches to God and between other faiths, learning about Brahman, Mandir and prayer.</p> <p>Salvation: What difference does the resurrection make to Christians?</p>	<p><b><u>Mathematics:</u></b></p> <ul style="list-style-type: none"> <li>Calculation across the four operations including with decimals and fractions in the context of problem solving.</li> <li>Checking validity of answers through an estimate.</li> <li>Use ratio and proportion relating to scaling up and down and calculating percentages of amounts.</li> <li>Using algebra to represent things and solving simple equations.</li> <li>Converting units of measure including imperial.</li> <li>Finding area and perimeter of different polygons and compound shapes.</li> <li>Finding the volume of cuboids.</li> <li>Statistics – interpreting and solving problems with line graphs and pie charts</li> </ul>
<p><b><u>Writing:</u></b> Fiction: Narrative and diary writing linked to 'Everest' by Alexandra Stewart and Joe Todd-Stanton.</p> <p>Non-Fiction: Non-chronological reports – Researching and presenting information on the life of Charles Dickens and Mount Everest</p> <p><i>Skills- Using a variety of clauses; using a range of punctuation and conjunctions; adding detail for the reader, painting a picture in their mind through word choice.</i></p> <p>Children will also learn spelling patterns in line with expectations for Year 6. They will learn:</p> <ul style="list-style-type: none"> <li>Verb forms and tenses- passive/ active, subjunctive</li> <li>Cohesion of paragraphs- using adverbials</li> <li>Layout devices- subheadings, tables, bullet points</li> <li>Punctuation- semi-colon, colon, dash, hyphen</li> <li>Terminology - subject, object, ellipsis</li> </ul>		<p><b><u>Personal, Social and Emotional development:</u></b></p> <p>Dreams and Goals: Children will learn about their strengths, set realistic goals, steps to achieve these, motivation, charity and accepting praise</p> <p>Healthy Me: Children will learn the importance of taking responsibility for their own health making good choices, drug types and effects, vulnerable people and gangs, emotional well-being and stress triggers.</p>	
<p><b><u>Science:</u></b> Classification:</p> <ul style="list-style-type: none"> <li>Grouping and classifying according to characteristics</li> <li>Microorganisms - how they feed on waste products, causing decay for natural recycling and how they can grow and reproduce rapidly.</li> </ul> <p>Evolution:</p>	<p><b>Year Six Spring Home Reader: Skellig by David Almond</b></p>		<p><b><u>Geography</u></b></p> <p>Polar regions</p> <ul style="list-style-type: none"> <li>Use of Atlas to locate Arctic countries and compare them.</li> <li>Longitude and latitude including key lines and six figure grid references.</li> </ul>



<ul style="list-style-type: none"><li>• How animals adapt to environment.</li><li>• The life of Charles Darwin and contributions he made to scientific knowledge about evolution.</li><li>• How fossils provide evidence about evolution.</li></ul>		<ul style="list-style-type: none"><li>• Polar climate- evaluating the impact on human settlement.</li></ul>	
<p><b><u>Physical Education:</u></b></p> <p>Gymnastics Units 1 and 2 – Experiencing flight on and off apparatus, using equipment in a rhythmic gymnastics sequence, performing increasingly complex sequences.</p> <p>Badminton – Develop a wider range of shots, begin to use more sophisticated tactics, play with a partner in a doubles scenario.</p> <p>Tag rugby – Develop strategies to attack and defend, combine more complex strategies at speed, suggest, plan and lead warm ups in a small group.</p>	<p><b><u>Music:</u></b></p> <p>Film Music:</p> <ul style="list-style-type: none"><li>• Appraise different musical features in a variety of film contexts.</li><li>• Understand composition techniques in film music.</li><li>• Use graphic scores and create and notate musical ideas in relation to film music.</li></ul> <p>Theme and variations (Pop Art)</p> <ul style="list-style-type: none"><li>• Compare and contrast different variations.</li><li>• Use complex rhythms and create music notations for more complex rhythms.</li></ul>	<p><b><u>History:</u></b></p> <p>The Suffragettes – what role did they play in British History?</p> <p><b><u>Design and Technology:</u></b></p> <p>Come Dine with Me – food technology</p>	<p><b><u>Art and Design</u></b></p> <p>Painting and mixed medium artist study</p> <p><b><u>Spanish:</u></b></p> <p>Vocabulary and conversation around sports, hobbies, food, travel, families, animals, places of interest, conversational phrases.</p>