

How do rights and responsibilities shape a society?



SMSC and Values – Justice and Democracy.

English

This term, children will read and discuss range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Year 6 will be writing, drafting, evaluating, and editing a range of text types, incl. – Information, scripts, recounts, letters & emails.

We will also be using our Mantle of the Expert approach using drama to develop creative and imaginative writing. Through this, pupils will be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role.

Science

Animals (including humans)

Describe the effects of diet, exercise, drugs and lifestyle on how their bodies function

Name and describe the functions of the main parts of the circulatory systems

Discuss and look into the three main nutrients: Proteins, Fats and Carbohydrates

Forces

To identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.

Maths

Following the completion of KS2 SATs, we will revisit all units previously taught through a problem-solving lens. We will recap any areas that children are not secure in at the same time as well as ensure they are ready for the transition to secondary school.

Geography

Geographical skills and fieldwork

Know what most of the Ordnance Survey symbols stand for.
Know how to use six-figure grid references

Location knowledge, place knowledge, human & physical geography, geographical skills

History

How do rights and responsibilities shape a society?

Year 6 will look at a study of Greek life, achievements and their influence on the western world. Through this they will develop their historical study skills focusing on primary and secondary sources.

RE

What would Jesus do?

How does faith help people when life gets hard?

Art and Design

Greek Printing:

Plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern;

Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;

Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join.

Design Technology

Designing:

Use market research to inform plans and ideas. Follow and refine original plans Justify planning in a convincing way Show that culture and society is considered in plans and designs

Food Technology:

Explain how food ingredients should be stored and give reasons Work within a budget to create a meal Understand the difference between a savoury and sweet dish

PHSE /Jigsaw

Relationships

Mental Health
Identifying mental health worries and sources of support
Love and loss
Managing feelings
Power and control
Assertiveness
Technology safety
Taking responsibility with technology use

Computing	Music	PE	French	<u>Changing Me</u>
<p>To be able to create, edit, evaluate and combine digital images for an audience or task.</p> <p>To be able to create and edit a film using software on the I pads. This will join up with our Mantle of the Expert work and English.</p>	<p>Within music we will be continuing to build on our keyboard skills and look at song structure.</p> <p>We will then move on to a unit based on music within films.</p> <p>As we prepare for our Leavers' Service, we will focus on developing our singing skills.</p>	<p>Striking and Fielding</p> <p>Coordination: Sending and Receiving</p> <p>Agility: Ball Chasing</p> <p>Playing games such as rounders and working on teamwork/communication when fielding. Practising striking and throwing the ball accurately.</p> <p>Athletics</p> <p>Static Balance: Stance</p> <p>Coordination: Footwork</p> <p>Working on running techniques as well as passing within a relay.</p> <p>Continuing to work on communication when completing tug-of-war. Revisiting aiming techniques when throwing for distance.</p>	<p><u>Myself and my family</u></p> <ul style="list-style-type: none"> • Describing myself • My clothes • The weather 	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>