

<p align="center">SCIENCE</p> <p align="center">Evolution and inheritance</p> <p>Unit 3: We're evolving Pupils should be taught to: *recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>*recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>*identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>SMSC: *Work in mixed ability groups, showing respect for each other's thoughts *Respect and appreciate the work carried out by scientists on our behalf * To appreciate the role genetics plays in our unique differences</p>	<p align="center">P.E</p> <p>Fluidity and control 1. Minimum wobble), 2. Holding balance without strain/pain, 3. Staying on the line with head up, 4. Controlling balance and shape while transferring objects 5. Opposite arm and leg driving forwards.</p> <p>Staying in balance. 1. Smooth, controlled movements. 2. Holding aesthetically pleasing positions.</p> <p>Competition: 1. Develop skills for game play. 2. Discuss and review performance, 3. Learners discuss and review performance with focus on personal best and peer progress.</p> <p>SMSC: * Reflect on the talent and creativity of others * Work as part of a team * Compete against others, showing respect for decisions made and situations * Understand that time and measured responses play a vital role in making decisions</p>	<p align="center">R.E</p> <p>UNIT QUESTION Why do people have ceremonies and use rituals in their daily lives? This unit will develop knowledge of the similarities and differences between Islam and Christianity. It will further explore practices and religious traditions within both religions and show the importance of rituals in the daily lives of followers.</p> <p>SMSC: *Consider, with respect, the religious beliefs of others. * Respect how belief can impact on individual and communal life. *Value different life choices that are made by ourselves and others.</p>	<p align="center">ART AND DESIGN:</p> <p>Painting Taking inspiration from poetry, music, themes. Painting with character- creating mood. Skill Development Colour matching painting mixed media. Other Techniques Cross-curricular What were propaganda posters and what styles were used? How can feelings and emotions be expressed through art? Sketching WW2 aircrafts Blitz pictures Portrait sketching (WW2 leaders)</p> <p>SMSC: *Appreciate and respect the world around us *Recognise the impact that the war had on others</p>	<p align="center">KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> <u>Battle of Britain</u> Why is this a significant turning point in British history? How was our local area affected by events at this time? SMSC: *Impact of war; how war still impacts today * Empathy with others, linked to evacuation, rationing, bombing, family members being away - link to how some families still face these adversities today * Local area - how it has changed due to the war and whether these changes were improvements</p>
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<p align="center">ENGLISH:</p> <p>Legends Key Fiction text: Robin Hood and the Golden Arrow by Geraldine McCaughrean Writing outcome: To retell the story of Robin Hood in role as Sir Guy of Gisbourne SMSC: *To write in role *To identify how 'bad' deeds can have 'good' intentions * To identify how stories have been passed on</p> <p>Journalistic Writing Key Non-fiction texts: 'The Sherwood Bugle', 'Good Day!', 'TV Interview' Writing outcome: To write a TV broadcast reporting on Maid Marian's wedding and deliver it to the class Grammar focus: Regular opportunities to complete practise grammar and punctuation tests – revision of all types of grammar and punctuation Spelling focus: Year 5 and 6 key words, Unit 5 suffixes when words end in y, Unit 6 the sh sound spelt ti or ci, homophones, Unit 7 sh sound spelt si or ssi</p> <p>Handwriting: Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. <p>Additional Units: Journalistic writing and story writing in a range of genres SMSC *To write journalistic reports about current/relevant events.</p> <p>Cross Curricular Work: Letter writing linked to evacuation, Eye-witness account of Blitz, Poetry, Newspaper article SMSC * Empathy with others</p> <p>Class book linked to unit: Chosen from Michael Morpurgo texts - War Horse, I Believe in Unicorns, Friend or Foe</p>	<p align="center">YEAR 6 Spring 1st Half</p> <p align="center">Life in World War Two</p> <p align="center">PSHCE/British Values:</p> <ul style="list-style-type: none"> Assembly Themes Sign to Sing To know learning strengths and to set realistic goals To set learning steps needed to reach goals and understand how to motivate oneself to reach them To identify problems in the world which concern me To work with people to make the world a better place I know what others admire about me and can accept praise. 	<p align="center">MATHEMATICS:</p> <p>UNIT 1 * recognise, describe and build simple 3-D shapes, including making nets</p> <p>UNIT 2 • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>UNIT 5 • use their knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division • use negative numbers in context, and calculate intervals across zero • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>In all of the above, opportunities will be sought to reinforce using and applying. The children will also experience questions presented in SAT style when working through each topic. SMSC: *Working with others * Investigate maths problems using cultural contexts</p>
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<p align="center">COMPUTING</p> <p>UNIT 3 We are market researchers – researching the app market</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>SMSC: Developing an understanding of E-Safety*Recognise the positives and negatives of mobile phones *wondering at the speed and complexity of developments in ICT</p>	<p align="center">DESIGN AND TECHNOLOGY:</p> <p>Designing Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion and annotated sketches.</p> <p>Making Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities.</p> <p>1. Creating a war time dish</p> <p>Evaluating Investigate and evaluate a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>SMSC: *Recognise the achievements of themselves and others *offer advice * recognise and value the contributions of others *Recognise and celebrate the positive and long-lasting impact of inventions made in the past *persevering and taking care</p>	<p align="center">FRENCH: Houses</p> <p>Children will focus on learning all the names for the different rooms and furniture in the house. They will learn prepositions that express where rooms and furniture are and develop knowledge of common verbs linked to rooms in the house. SMSC: *Appreciation of another culture</p>	<p align="center">MUSIC</p> <p>Growth – exploring street dance</p> <ul style="list-style-type: none"> To learn words and signs for a song to take part in sign2sing challenge. To feel and move to a 3 beat pulse. To revise rhythmic ostinato. To perform and improvise rhythmic and melodic ostinati. To sing in harmony. To learn about chords. To perform music and dance. To revise, rehearse and develop music for performance. To understand the process of a musical performance. <p>SMSC: *Appreciation of the performance of others * Working together * Valuing the opinions of others</p>
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FOCUS WEEKS: Creative Week - Artists and Designers 16th – 20th January 2017