SCIENCE

Animals, including humans
Unit 2: Staying alive
Pupils should be taught to:
*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.
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 *Make personal decisions and choices linked to healthy lifestyles *Understand the detrimental effect of peer pressure and how to resist this

P.E
- 'Military Boot Camp' – linked to World War Two
- External coach – Games

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
*Empathy – linked to soldiers in World War Two
*Perseverance and tenacity when finding things difficult

R.E
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.

UNIT QUESTION Why are Good Friday and Easter Day the most important days for Christians?
This unit enables pupils to understand the significance of Easter and the key beliefs of Christianity expressed through it: life after death, forgiveness, hope and new life.
SMSC: *Consider, with respect, the religious beliefs of others * Respect how belief can impact on individual and communal life
*Easter Labyrinth – religion in the community

ART AND DESIGN:
Painting
Taking inspiration from poetry, music, themes.
Painting with character- creating mood.
Other Techniques
Applique scene of topic study
Cross-curricular Propaganda posters – analysing colour and style
Prisoners in WWII – using chalk
Feelings and emotions expressed through art linked to WWII
.**SMSC:** *Appreciate and respect the world

KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Battle of Britain
Why is this a significant turning point in British history?
How was our local area affected by events at this time?
SMSC: *Recognise the impact that World War Two had on the lives of children and families *The impact of the war on the local area

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ENGLISH:

Poetry: the power of imagery
Key Fiction text: Rabbit in Mixer Survives by Roger McGough
Writing outcome: To write a poem in free verse which describes a sea creature, using extended metaphor and personification.
Argument texts
Key Non-fiction text: 'Should humans really rule the Earth?', 'Animals Rule!...but which one?'
Writing outcome: To write an argument for a debate, persuading people to vote for the 'Animal Party'.
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,
Handwriting:
Using 'PENPALS' pupils will be taught to:
- 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.
Additional Units: Story writing in a range of genres, Persuasive writing
Cross Curricular Work: Letter writing linked to evacuation, Poetry, Newspaper article
Class book linked to unit: Chosen from Michael Morpurgo texts - War Horse, I Believe in Unicorns, Friend or Foe
SMSC: *Persuasive writing linked to the environment * Appreciating the work of others

YEAR 6
Spring 2nd Half

Life in World War Two

PSHCE/British Values:
- Assembly Themes
- World War Two – empathy with others, visit to Eden Camp
- Red Nose Day - Comic Relief
- World Book Day
- Team work – Hoops for Health
- Boot Camp – empathy and positive attitude
- Healthy Eating and Keeping Fit
- Coping with SAT 'pressure'

MATHEMATICS:

UNIT 7
• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
• multiply simple pairs of proper fractions, writing the answer in its simplest form
• divide proper fractions by whole numbers
• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
• consolidate understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems
• interpret and construct pie charts and line graphs and use these to solve problems
• calculate and interpret the mean as an average
• draw graphs relating two variables
UNIT 8
• solve problems involving addition, subtraction, multiplication and division
• recognise that shapes with the same areas can have different perimeters and vice versa
• recognise when it is possible to use formulae for area of shapes
*Percentages
*Venn and Carroll diagrams
As the main concepts have been revised and reviewed, the aim for this half term is to 'use and apply' these skills in problem solving.
In preparation for SAT week, the children will have the opportunity to experience a range of past tests, which will be completed and analysed. Any issues arising from these will then be addressed and will feed into follow-up teaching.
SMSC: *Working with others

COMPUTING
Python - Creating a simple text based adventure game
* Design, write and debug programs that accomplish goals, including controlling or simulating physical systems: solve problems by decomposing into smaller parts.
* Use sequence, selection and repetition in programs: work with variables and various forms of input and output.
* Use logical reasoning to explain how some simple algorithms work and detect incorrect errors in algorithms and programs.
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

DESIGN AND TECHNOLOGY:
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.
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.
1. Creating a war time dish
Evaluating
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
SMSC: *Recognise the achievements of themselves and others *offer advice * recognise and value the contributions of others

FRENCH:
Life in the town
Children will continue on the houses and furniture theme from the previous unit. Children will develop the skills of questioning and answering and writing skills that create a description of a fantasy house. Children should then further their skills, linked to places in town and learn to ask for directions using au/ a la; the present tense of 'aller'. Children will think about describing their local area using both positive and negative statements. Children should learn more detail about a town in France: 'Montcenis' or 'Aix-en Provence' to produce a leaflet or powerpoint.
:*Appreciation of another culture

Music
Roots – exploring mini musical performance
- To sing a traditional Ghanaian song.
- To devise rhythmical actions to music.
- To develop a performance of a musical.
- To improvise descriptive music.
- To sing a traditional children's game song from Ghana.
- To play rhythm cycles.
- To combine rhythm cycles in a percussion piece.
- To sing call response songs in 2 groups.
- To devise rhythmic movement
- To develop a descriptive composition.
- To plan and structure pieces to make a finale.
- To combine songs with rhythmic cycles.
- To develop and rehearse for a performance.
- To perform to an audience.

SMSC: *Appreciation of the performance of others * Working together * Valuing the opinions of others

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FOCUS WEEKS: Maths, Science and Technology Week March 13-17