

<p>Science: Light</p> <p>Unit 4: Let it shine Pupils should be taught to: *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 *use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</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 *Eye health and value of sight</p>	<p>P.E</p> <p>Swimming: Brinkburn Pool. Athletics: (visiting coach)</p> <ul style="list-style-type: none"> To increase the number of techniques and develop consistency. To choose appropriate techniques for specific events. To understand the basic principles of warming-up. To evaluate their own and other's work and suggest ways to improve it. To increase the number of techniques and develop consistency. To choose appropriate techniques for specific events. To understand the why exercise is good for fitness, health and well being. To evaluate their own and other's work and suggest ways to improve it. <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</p>	<p>R.E</p> <p>UNIT QUESTION What do we now know about Christianity? (Exploration through concepts)</p> <p>This unit question is a bridging unit and is statutory for all schools, thus ensuring that secondary schools can develop effective liaison with all their partner schools. It aims to revise what has been learned about Christianity so far.</p> <p>SMSC:*Consider, with respect, the religious beliefs of others * Respect how belief can impact on individual and communal life</p>	<p>ART AND DESIGN:</p> <p>Drawing Perspective and composition. (scaling and proportion, room drawings, foreground, middle ground, background) Still life drawings objects</p> <p>Painting Making a colour lighter; dragging paint Colour mixing a varying tone; Painting with oils</p> <p>Skill Suggestion Colour matching painting mixed media. Pg51 Lake district water colours</p> <p>Other Techniques Filo modelling Collage</p> <p>Cross-curricular Landscapes Landscape artists, e.g. Constable</p> <p>SMSC:*Appreciate and respect the world</p>	<p>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD – GEOGRAPHY</p> <p>A study of the United Kingdom, identification of countries and major cities and counties, its geographical regions and their human and physical features and how these compare and contrast within this area.</p> <p>A focused study of the Lake District and key aspects of its human and physical geography. Geographical skills and fieldwork including the use of maps, atlases, globes and digital mapping.</p> <p>SMSC:*Working with others * Environmental concerns *Valuing and appreciating the world around us *Renewable energy sources</p>
<p>ENGLISH:</p> <p>Writing in a range of genres:</p> <ul style="list-style-type: none"> Persuasive writing Poetry Instructions Explanation Non-chronological report <p>Grammar focus: Range of objectives covered in revision leading up to KS2 SAT's</p> <p>Spelling focus: Year 5 and 6 key words</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>Cross Curricular Work: Descriptive writing linked to the Lake District, Poetry about the Lake District, Recount of a visit to a mountain, Diary entry, Advertisements</p> <p>SMSC: *Persuasive writing linked to the environment * Appreciating the work of others * Importance of inventions</p>	<p>YEAR 6 Summer 1st Half</p> <p>The United Kingdom with a focused study of the Lake District</p> <p>PSHCE/British Values:</p> <ul style="list-style-type: none"> Assembly Themes Preservation of our environment Appreciation and value of our country and its beauty Careers and Enterprise – raising aspirations Sponsor 	<p>MATHEMATICS:</p> <p>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.</p> <p>UNIT 9 *perform mental calculations, including large numbers • practise addition and subtraction for larger numbers, using the formal *written methods of columnar addition and subtraction • 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 estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • 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 • enumerate possibilities of combinations of two variables draw shapes accurately, using measuring tools and conventional markings and labels for lines and angles • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>UNIT 10 • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations • multiply one-digit numbers with up to two decimal places by whole numbers • multiply numbers with up to two decimal places by two-digit whole numbers • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • 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 calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • recognise when it is possible to use formulae for volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³]</p> <p>SMSC:*Working with others</p>		
<p>COMPUTING</p> <p>Children will complete the activities using a simulation programme: Crystal Rainforest Children will explore 'What if' questions by playing adventure or quest games. The simulation links to Numeracy (algebra/angles) as well as to instruction giving (logo), sequences and the use of routines. The children will work independently, trying to solve the challenges.</p> <p>SMSC: *Developing an understanding of E-Safety *Wondering at the speed and complexity of developments in ICT</p>	<p>DESIGN AND TECHNOLOGY:</p> <p>Designing Use research and develop design criteria to inform the design of innovative, 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, according to their functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> CAD/SKETCH UP <p>Technical skills</p> <ul style="list-style-type: none"> Apply understanding of computing to program, control and monitor events. <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. Understand how key events and individuals in Design Technology have helped to shape the world.</p> <p>Challenges linked to KSUW topic – The United Kingdom</p> <ul style="list-style-type: none"> Make a mini canoe The Wind Power Challenge Building a 3D landscape <p>SMSC: *Recognise the achievements of themselves and others *offer advice * recognise and value the contributions of others</p>	<p>FRENCH:</p> <p>St Lucia study unit Children will study a different location in more detail, utilising skills from across the study units from Y3 – 6 in an exciting way. Children will study St Lucia: location, about the country, weather, crops, food and drink, comparing to South Tyneside, poetry work, attitudes (linked to racism) and finally presenting what they have learned about St Lucia.</p> <p>*Appreciation of another culture</p>	<p>MUSIC:</p> <p>Stars, hide your fires – performing together</p> <ul style="list-style-type: none"> To Listen to and discuss 'Silver and Gold'. To learn the backing vocal to the chorus of 'Silver and Gold' with actions. To learn the main part of 'Silver and Gold'. To learn percussion parts to accompany the chorus. To perform the chorus of 'Silver and Gold' with the percussion accompaniment, backing vocals and actions. To learn the two rap parts from 'Silver and Gold' To discuss non-musical factors that contribute to a good performance and make a performance plan To make improvements to the performance. To perform the song to an audience. <p>SMSC:*Appreciation of the performance of others * Working together * Valuing the opinions of others</p>	
<p>FOCUS WEEKS: Enterprise and Careers Week 5-9 June</p>				