

<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. 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>Sports Day Preparation 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) 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. 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 Still life drawings objects (Transition) Perspective building (Lowry) Painting Painting with oils Skill Suggestion Lake district water colours Other Techniques Fimo modelling Collage Cross-curricular SMSC: *Appreciate and respect the world * Taking the time to look closely</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. 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. SMSC: *Working with others * Environmental concerns *Valuing and appreciating the world around us *Renewable energy sources</p>	
<p>ENGLISH:</p> <p>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: Punctuation of bullet points Layout devices to structure text Spelling focus: Unit 9 – ei and ie Unit 10 - -ible and -able Unit 11 and 12 – Plural nouns 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 SMSC: *Persuasive writing linked to the environment * Appreciating the work of others</p>		<p>YEAR 6 Summer 2nd 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 Sports Day – keeping healthy, working as a team Daily Mile – building resilience, keeping healthy Healthy Lifestyles week Kidsafe 	<p>MATHEMATICS:</p> <p>UNIT 11 • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • recognise proportionality in contexts when the relations between quantities are in the same ratio [for example, similar shapes and recipes] • consolidate understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems • 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 • draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes</p> <p>UNIT 12 *multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • 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 • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate • use written division methods in cases where the answer has up to two decimal places • divide numbers with up to two decimal places by one- and two-digit whole numbers * • perform mental calculations; identify common factors, common multiples • solve problems involving addition, subtraction, multiplication and division • solve problems which require answers to be rounded to specified degrees of accuracy • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • associate a fraction with division and calculate decimal fraction equivalents • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • solve problems involving the calculation of percentages • interpret and construct pie charts and line graphs and use these to solve problems • draw graphs relating two variables • calculate and interpret the mean as an average SMSC: *Working with others *Developing the skills of perseverance when solving problems</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. 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. 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. 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. Transition work – letter about self *Appreciation of another culture</p>	<p>MUSIC:</p> <p>Transition work - the children will learn and perform three songs in preparation for comprehensive school as part of a transition project. Some of these involve harmonies and rounds. Complete '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: Healthy Lifestyles Week</p>					