

<p align="center">SCIENCE:</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p align="center">P.E:</p> <p>Unit 1: Invasion (Implement)</p> <ul style="list-style-type: none"> To combine and perform skills more fluently in implement invasion games To understand and apply a range of tactics for attack and defence To evaluate their own and others' work and suggest ways to improve it To understand the need to prepare properly for games 	<p align="center">R.E:</p> <p>How do Sikhs show commitment and belonging?</p> <p>Why are the gurus special in Sikhism?</p>	<p align="center">ART AND DESIGN:</p> <p align="center">Painting</p> <ul style="list-style-type: none"> *Exploring line, shape, colour and texture in natural objects. *Working collaboratively to produce a piece of group work. *Working from different viewpoints on a single surface in a Cubist style. 	<p align="center">HISTORY/GEOGRAPHY:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Who were the Ancient Greeks? What was life like in Ancient Greece? What did the Ancient Greeks achieve? <i>Olympics, marathon</i> How has Britain and the wider world been influenced by the Ancient Greeks?</p>	
<p align="center">ENGLISH:</p> <p>Grammar focus: Punctuation of bullet points Layout devices to structure text Semi colons, colons and dashes</p> <p>Reading focus: Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p>Writing focus: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and Integrating dialogue to convey character and advance the action assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>		<p align="center">YEAR 6</p> <p align="center">Autumn 2nd Half</p> <p align="center">The Ancient Greeks</p>	<p align="center">MATHEMATICS:</p> <p>Fractions (Including decimals)</p> <ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy <p>RATIO AND PROPORTION</p> <ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts <p>Measure</p> <ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles 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 and km³]. <p>Geometry</p> <p>Properties of shapes</p> <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons <p>Statistics</p> <ul style="list-style-type: none"> to interpret and construct line graphs and use these to solve problems calculate and interpret the mean as an average. 		
<p align="center">COMPUTING:</p> <p align="center">E-Safety</p> <p>Children are able to discuss the risks of using the internet and identify ways of protecting themselves. What is meant by a private profile? Who do you speak to line? How do you protect yourself online? What do you do online, which sites do you use?</p> <p align="center">Control</p> <p>I know that all software executed on digital devices is programmed I know that a range of digital devices can be considered a computer. I know and can use a range of input and output devices. I know that computers collect data from various input devices, including sensors and application software.</p>	<p align="center">DESIGN AND TECHNOLOGY:</p> <p align="center">ANCIENT GREECE: IN THE LABYRINTH</p> <p>ANCIENT GREECE: BUILD A PARTHENON</p> <p>DESIGN 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>MAKE select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>EVALUATE evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>TECHNICAL KNOWLEDGE apply their understanding of how to strengthen, structures stiffen and reinforce more complex</p>		<p align="center">FRENCH:</p> <p align="center">St Lucia study unit</p> <p>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 align="center">MUSIC:</p> <p align="center">Journey into Space</p> <p align="center">(Exploring sound sources)</p> <p>This unit develops the children's ability to extend their sound vocabulary, including the use of I.C.T and to compose a soundscape.</p>	

