**PSHE:**

Dreams and Goals

In this unit, the children will learn about their own strengths and how they can set

challenging but realistic goals for themselves.

**Art/Design Technology**

This half term, the children’s artwork will continue to be based around their History topic – Ancient Greece. We will study the art of Greek pottery and design and make our own using clay.

**National Curriculum Links – Children will:**

• Create sketch books to record their observations and use them to review and revisit ideas

• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Science**

This half term, children will complete their unit on Electricity

**National Curriculum Links – Children will:**

* Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
* Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
* Use recognised symbols when representing a simple circuit in a diagram

**Music** *Children will continue to work with a specialist music teacher to***:**

* Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory

**History** In this unit, the children will complete their study of Ancient Greek life and achievements and their influence on the western world

**National Curriculum Links – Children will:**

*•* Continue to develop a chronologically secure knowledge and understanding of world history

•Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

•Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

•Understand how our knowledge of the past is constructed from a range of sources.

**YEAR 6**



**The Lighthouse**

**Computing Heroes and Villains**

*This project will takes the children through the steps to create your own Heroes and Villains style game using the program Scratch.*

National Curriculum Links – Children will:

* Design, write and debug programs that accomplish specific goals
* Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals

**RE: Sikhism**



**PE** - **Gymnastics**

**National Curriculum Links - Children will:**

* Develop flexibility, strength, technique, control and balance through gymnastics
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Mathematics**

*This half term, children will complete their unit on FDP and then proceed to work with measures*

NC links:

* Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal
* Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25
* Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
* Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
* Convert between miles and kilometres
* 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]
* Solve problems involving converting between units of time
* Use all four operations to solve problems involving measure, for example, length, mass, volume and money using decimal notation, including scaling.

**English**

*This half term, our focused text is ‘Odysseus’. Written English work will be based around this texts and will include a range of writing genres.*

*The children will also write an extended narrative, using a short film as a stimulus*

**Reading**

**GPS (Grammar, Punctuation and Spelling)**

**NC links**

**Reading – children will:**

* Read books that are structured in different ways and reading for a range of purposes
* Identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books
* Check the book makes sense to them, discussing their understanding and exploring the meaning of words in context
* Ask questions to improve their understanding
* Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
* Predict what might happen from details stated and implied
* Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
* Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously
* Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

**Writing – children will:**

* Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* Note and develop initial ideas, drawing on reading and research where necessary
* When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed
* In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action assessing the effectiveness of their own and others’ writing
* Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**Punctuation** Begin to use the semi-colon, dash and colon to mark the boundary between independent clauses and to embed the use of commas to separate main and subordinate clauses within more complex sentences. Continue to use brackets (for parentheses)

**Spelling –** Children continue to work through Read Write Inc for Spelling, working through objectives as set out in the programme that reflects National Curriculum

**Handwriting** Write legibly, fluently and with increasing speed

**PE**

•Children will have a swimming lesson each week to develop confidence in the water and developing an efficient stroke on front and back

•Children will learn about the importance of staying safe in the water and develop techniques that will help them to perform self-rescue in the water, e.g., treading water

**British Value links**

Understanding of different faiths and beliefs in the UK