

### English

**Writing:** We will be focusing on transcription (spelling and handwriting) and composition (articulating ideas and constructing them through writing). We will focus on different stories as a stimulus to aid our writing.

**Power of Reading:** 'The Barnabus Project' by The Fan Brothers

**Reading:** We will be working on developing the key learning behaviours of active listening, discussing and explaining ideas to take responsibility for their own learning. They will also develop their skills in summarising, clarifying, predicting, questioning and inferring,

**Class novel:** : 'The Final Year' by Matt Goodfellow



### 'Chantry's Creativity Curriculum'

#### Creative Habit Focus - 'Imaginative'

**This includes: playing with possibilities, making connections and using intuition.**

### Humanities (History Focus)

**Focus: Civil Rights**

**Key Question: Is everyone treated equally?**

**What are civil rights?**

**What was the civil rights movement and who was involved?**

**How did it impact the world we live in?**

**Did it look different in different countries? How and why?**



### Science

**Focus: Electricity**

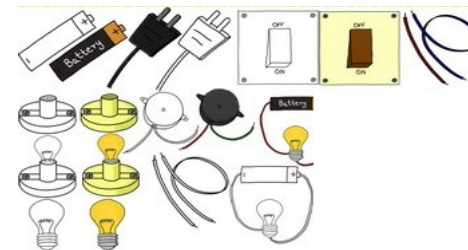
**What is a simple circuit?**

**How can we stay safe around electricity?**

**How can we represent our circuits in a scientific diagram?**

**What changes could be made to the circuit that would affect the brightness of the bulbs?**

**What happens when we add more components to a simple circuit?**



### Maths

**Focus: Decimals, percentages, algebra, ratio as well as, measures, converting units, perimeter, area and volume. In addition to recapping and keeping our arithmetic skills fresh!**

We will be using the 'Mastery Maths' approach which enables all children to have access to resources supporting their differing learning styles.



### Art and Design

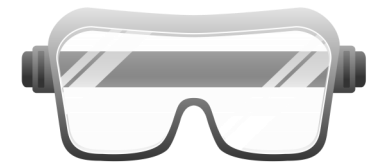
**Focus: Frame structures**

**Buildings – what protects us from the elements and disasters?**

Carry out research into user needs and existing products .

Develop a simple design specification to guide the development of their ideas and products

Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used



# Overview of Our Learning

## Year 6: Term 4

### Religious Education

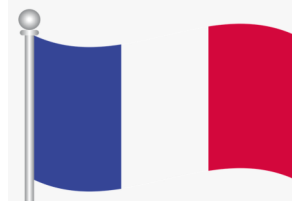
Focus: Christianity

Key Question: What do Christians believe Jesus did to 'save' people?



### French

Focus: Le week-end



### Wellbeing Curriculum

**SAFE IN THE WORLD**



Children will explore a range of lessons focusing on ways to stay safe in our world, be this in real life or in the digital world.

Children will continue to develop their understanding of the brain and how they learn best as well as their pro-social and pro-learning behaviours.

### Music

Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit we will use clips from the 1981 film Chariots of Fire as a basis for creating an accompaniment and extended melody, and exploring harmony to create a new soundtrack for the moving images.

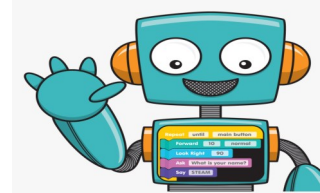
Objectives:

- Create an accompaniment.
- Create an extended melody with four distinct phrases.
- Experiment with harmony.
- Structure their ideas into a full soundtrack. song.



### Computing

Focus: Data and information  
- Introduction to Spreadsheets



### Physical Education Focus: Net and wall games.

RealPe  
Cog: Creative

Adapt and change activities

In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

PE days are Tuesday and Thursday

Sport specific focus: Net and wall games

Use my knowledge to plan ahead of myself and the game around me. Match/situational awareness. Plan tactics that will help me achieve our targets.

Be able to create and share our own net and wall game variations with different rules.

Compare and evaluate my own performance and that of those around in a pro-social and pro-learning manner. Be able to explain why and shown an understanding of different abilities within my group