



ORACY
A focus on using appropriate vocabulary and flair when speaking.

COMPUTING

- ❖ Collecting and analysing data for an audience.
- ❖ Explore the concept of variables in programming and design games.

PE
Skill development of movement, agility, strength and balance through exploration of invasion games, gymnastics and dance.

MUSIC

- ❖ Explore the impact of different composers on the development of musical styles.
- ❖ To use complex rhythms to be able to perform a theme.
Theme: **Pop Art**

ART/DESIGN & TECHNOLOGY

- Print work exploring the theme of activism.
DT: Digital World
- Create a sustainable product concept for trekkers.
- To develop 3D CAD skills to produce a virtual model.

ENGLISH

- ❖ Narrative – developing a range of sentence structures and use of descriptive language.
- ❖ Balanced discussion texts linked to climate change.
- ❖ Write in a narrative poetic form.
- ❖ Use a journalistic style linked to the book: The Last Wild.

SPaG

- ❖ Use expanded noun phrases and relative clauses to add extra information. Use modal verbs and adverbs to indicate degrees of possibility.
- ❖ Develop knowledge of spelling patterns.
- ❖ Developing confidence in the full range of punctuation – including (); : ‘ ! ? “ – “

MATHEMATICS

- ❖ Decimals – understanding place value, ordering, comparing.
- ❖ Percentages – identifying equivalent fractions and decimals.
- ❖ Measurement – converting units.
- ❖ Area, Perimeter & Volume – calculate the area and perimeter, recognise and estimate volume and capacity.
- ❖ Geometry & Statistics – construct and interpret tables and pie charts. Calculate the mean average.



SCIENCE
Electricity
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables. 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.

Living things and their habitats: Describe how living things are classified into groups according to characteristics including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

Year 6

Renewable Energy / Natural Resources

RE

- ❖ Discover creation & fall in relation to the debate of Science Vs Religion.
- ❖ Explore the themes of salvation.



Essential Question:
Can humans create a sustainable utopia by rethinking how we use Earth's resources?

REAL outcome:
Collaborative mixed media artwork displayed and an activism protest



GEOGRAPHY / HISTORY

- ❖ Understand human and physical geography of the UK and North America.
- ❖ Describe and understand key aspects of physical geography including the distribution of resources including energy.
- ❖ Understand the differences between renewable and non-renewable energy.
- ❖ Identify the position of longitude, latitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
- ❖ Identify and explore historical events linked to the evolution of renewable energy.

PSHE **JIGSAW**

- ❖ Consider dreams and goals.
- ❖ Explore healthy living, healthy mind and relationships.
- ❖ Consider local, national and international affairs and their impact on everyone around them.

FRENCH: Understand nouns and articles for healthy/unhealthy food and drink.

TRIPS/EXPERIENCES

- ❖ Actively involved in the Big Battery Hunt
- ❖ Geothermal Energy Outreach School visit
- ❖ Take part in St Piran's Day (5th March)