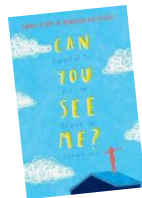


ENGLISH:

Writing including all of the Year 6 expected assessment objectives

- Explanation text – how the coastline is formed, including human impact – how can we help?
- Narrative – to develop suspense writing through varying sentence structure.
- Informal / Formal Letter Writing – writing to MBA agony aunts and uncles - can we alleviate our worries about secondary school?
- Instruction writing – scientific investigations written up; instructions for coastal walk circuits
- Persuasive speeches – Who changed my world? Will you persuade the public your selection deserves a place in the hall of fame?
- Poetry – calligram for their chosen person in their 'Who changed me?' outcome.

READING:



MATHEMATICS:

- Consolidation and extension of key areas of maths – including: Area/perimeter, circles and their properties, algebra, statistics, geometry including angles and ratio and proportion.
- Developing fluency and speed in arithmetic skills
- (time dependent) Creating a web-based video guide for the school calculation policy.

SCIENCE:

The Science of Sport - considering:

- Classification diagrams; the properties of materials and the impact on product design; the impact of forces on sports games; the impact of sport and exercise on the human body / health; the importance of inheritance on sports ability.



My Changing World: Who is in control?

Year 6 - End Outcome: Zoom Quiz/charity event (unless on field) in aid of The National Trust: Protecting the Cornish Coast



What you can do to support your child's learning in this area:

- Support with their research into their chosen person 'Who changed me' – after they have decided on this.
- Providing support and additional conversations regarding transition and PSHE work.
- Maintain reading support and support to reinforce tables knowledge and speed
- Half-term thinking homework – who will your child select as their 'Who changed me?' figure for their project.

HISTORY/GEOGRAPHY:

Geographical / social:

- What is our local environment? What are the physical and human impacts on the coast? How are our coastlines formed? What can we do to preserve and protect our coasts?
- Have an understanding of river processes.

Historical / Social:

- Independently researching and presenting the case for who should be entered into our 'Who changed me?' hall of fame.

PSHE:

- **Sex and Relationship education:** developing the skills to be effective in building and maintaining positive relationships, both with friends and family
- **Transition to Secondary School:** What will it be like? How can I change my transition for the better? Can I affect the transition for others in a positive way?

PE: Tennis / Cricket / Rounders / surfing and outdoor adventurous activities – camp.

Computing:

Developing programming skills through Scratch and Mindstorms Lego.
Stop motion animation – coastal

Modern Foreign Languages:

Developing conversational and written language skills around the children's lives:

- The weather
- Hobbies and interests
- School life

ART/DESIGN/MUSIC:

Music: writing, learning and performing songs for the leavers' assembly.

Art/DT:

- Creating a seascape combining collage and painting
- Set design for stop motion animation.

RE:

Understanding Christian beliefs including the creation, incarnation, the life and death of Jesus and developing their understanding of how the world came about.

TRIPS/EXPERIENCES:

Possible Camp: July

- **Surfing Sessions** – Starting in June (Letters to follow)
- **Coastal Walk and processes fieldwork** – dates to follow
- **Leavers Assembly:** End of the term
- **Zoom Quiz night** (creation of food, advertising etc.)