



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
---------	------------	-------	-----------------	----------	--------------

From Chariots to Chess

Year Group: Year 6 Teacher: Mrs Pester Spring Term 1

English	Maths
<p>The children will be completing some VIPERS reading questions on: The Ghost Garden by Emma Carroll. These will focus on- vocabulary, inference, predicting, explanation and retrieving.</p> <p>In writing we will be looking at ‘The Three Brothers’ story from Harry Potter and Deathly Hallows. The children will be creating a narrative poem and a non-chronological report. They will also be looking at extracts from the Harry Potter book.</p> <p>We will then move onto looking at how to write a balanced argument alongside reading The Witches by Roald Dahl.</p>	<p>The children will be completing more work on fractions- this time multiplying and dividing them. They will then find a fraction of an amount.</p> <p>We will then move on to looking at decimals- ordering them, comparing them and rounding them.</p>

Topic: History and Geography	Science
<p>What was life like in Tudor England?</p> <p>Henry VIII – fair ruler or tyrant? Why did Henry VIII have so many wives? Why did Henry VIII have so many wives? How did Queen Elizabeth I use a royal progress? What can inventories tell us about life in Tudor times? What did John Blanke have in his inventory?</p>	<p>Animals including Humans (6)</p> <p>Understand the function of the heart and its role in the circulatory system</p> <p>Identify and compare blood vessels</p> <p>Explore blood</p> <p>Learn how the body transports water and nutrients</p> <p>Investigate what affects your heart rate</p> <p>Learn about the impact of drugs and alcohol on the body</p>

RE	PSHE
<p>2.3 Why do Christians believe Jesus was the Messiah? (incarnation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p>	<p>Diversity and Communities</p> <p>Children will</p> <ul style="list-style-type: none"> • be able to describe aspects of their identity, and understand that their perceptions of themselves can change. • be able, with support, to describe aspects of the ethnic make up of their community and of Britain. • recognise aspects of stereotyping and prejudice. • understand they have a role in their community, to which many people make a contribution.

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:

- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

- recognise different forms of the media and that it can influence people.
- understand, with support, some ways of caring for the environment.

Expressive Arts	ICT
<p>Drawing: Make my voice heard</p> <p>Experimental mark making Symbolic imagery Chiaroscuro Street art Powerful imagery</p>	<p>Programming A – Variables in games</p> <p>Introducing variables Variables in programming Improving a game Becoming a game designer Design to code Improving and Sharing</p>

MFL French	Music
<p>Different supermarket food items Expressing opinions on them Using a dictionary to look up other food items Fruit and vegetables Role play scenarios in a shop or market</p>	<p>Rhythm</p> <p>Respond to and use musically basic symbols including Western notation Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. Maintain an independent part in a group when singing or playing. Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these. Accept feedback and suggestions from others.</p>

PE	Enrichment Activities
<p>Gymnastics</p> <p>Perform more complex balances, including balances that require supporting own body weight. Link a range of movements with fluency and finesse. Perform more complex jumps and jump combinations. Create large group balances up to 8 people. Develop communication and teamwork skills, such as sharing own ideas and valuing others' ideas.</p>	<p>Music Day</p> <p>Trip to the Black Country Museum</p>

Work in a group to build sequences using apparatus.
Perform in front of an audience showing confidence, rhythm and fluency of movement.

Tennis

To know and describe the correct grip and stance when holding a racket.

To adopt a good ready position.

To play shots on the forehand and backhand side of the body.

To use a variety of different shots, and serves, hitting with increasing consistency.

To employ tactics in games.

To participate in games following the rules and scoring correctly.