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| **Science:**  **Unit 6: Titanic**  Children engage in a different approach to their science in this topic. They use their science and link it to an historical event in context; the sinking of the Titanic. This topic is based around applying the working scientifically skills that they have learned so far in their science lessons, to explore some of the scientific concepts behind the Titanic, e.g. floating and sinking. It can be used as a good opportunity to embed, assess and observe working scientifically skills, as well as laying foundations for transition to KS3 science.  **SMSC:** \*Work in mixed ability groups, showing respect for each other’s thoughts \*Respect and appreciate the work carried out by scientists on our behalf \* Empathy towards historical event where lives were lost | **P.E**  **Swimming**  **Tennis:**  \*Racket skills; Revise scoring system; Revise forehand and backhand hitting in pairs.  \*Revise tennis terms – volley, serve, half volley etc. How to beat an opponent-tactics.  \*Revise tactics on how to beat an opponent and put them into practice in games.  \*Tennis Tournament.  **Athletics:**  \*Show how to execute a long and triple jump with run up; Demonstrate take –off and landings to get greatest distance; Sprint 100m race with times.  \*Circuit with throwing events and jumps; Shot; Discus; Tennis ball; Javelin; High jump; Long jump; Triple jump.  \*Circuit with rest stations: 50m, 100m, 200m, 400m, half mile; Plan a competition for next week.  \*Competition – evaluate how the competition went and how it could be improved; Presentation.  **Real P.E**:  Agility – Ball Chasing (FUNS Station 11)  Coordination with Equipment (FUNS Station 8)  **Personal**  \*To create my own learning plan and revise that plan when necessary. To accept critical feedback and make changes. (Level 6)  \*To see all new challenges as opportunities to learn and develop. To recognise my strengths and weaknesses and set myself appropriate targets. (Level 5)  \*To cope well and react positively when things become difficult. To persevere with a task and improve my performance through regular practice. (Level 4)  **SMSC:**\* Reflect on the talent and creativity of others \* Work as part of a team \* Compete against others, showing respect for decisions made and situation | | **R.E**  **So, what do we now know about Christianity? (exploration through the concepts)?**  Demonstrating understanding of what they have learnt about Christianity through the 4 concepts: Belief, Authority, Expressions of Belief, Impact of Belief.  **SMSC:**\*Consider, with respect, the religious beliefs of others \* Respect how belief can impact on individual and communal life | **ART AND DESIGN:**  **Photography**  **(Kapow)**  **Creating fun and inspirational art using photography, photomontage and drawing methods**  **Making Skills**  Developing skills in making art through digital processes  Creating works of art through cutting, tearing and ripping images  **Generating Ideas**  Expressing ideas about art through messages, graphics, text and images  **Knowledge of Artists**  Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch  **Evaluating**  Critically discussing their own and other's work, adapting and improving work as it progresses  **Cross-curricular Art**  Landscape art  Colour matching  **Access Art**  Wave Bowls  **SMSC:**\*Appreciate and respect the natural world \* Identification of mood based on colour used \* Reflecting on your own work and that of others \* Being able to take constructive criticism | | **DO YOU PREFER TO BE BY THE SEASIDE?**  A study of the **United Kingdom**.  **HISTORICAL SKILLS AND ENQUIRY**  Analyse how seaside settlements have changed over time – link to fall in tourism in Britain and the rise of the package holiday.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **GEOGRAPHICAL SKILLS AND FIELDWORK**  A study of the **United Kingdom**.  \*To be able to identify and describe key geographical features of the United Kingdom.  \*To be able to identify and locate the counties of the United Kingdom.  \*To be able to locate and identify towns and cities in the UK.  \*To find out about the hills and mountains of the UK.  \*To find out about the seas and coasts of the UK.  \*To be able to identify and explore the major rivers of the UK.  \*To find out what coasts are and how they are formed.  \*To find out about the physical features of coasts and the processes of erosion that affect them.  \*To explore different strategies of coastal management.  \*To be able to identify different types of beaches.  \*To be able to use maps and secondary sources to research and describe coastal areas.  \*To learn how changes in land use will affect people and the environment in different ways  NC – Locational Knowledge – name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.  NC – Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in the UK.  NC – Geographical skills and fieldwork – use fieldwork to observe, measure, record and present the human and physical features in the local area and use a range of methods, including sketch maps, plans and graphs, and digital technologies.  **SMSC**:\*Working with others \* Environmental concerns \*Valuing and appreciating the world around us \*Renewable energy sources | | |
| **ENGLISH:**  **Writing in a range of genres**   * Balanced arguments * Instructions * Explanation Texts * Non-chronological report * Fiction writing – fantasy/mystery/adventure etc and link to animated video clips   **Grammar focus:** Range of objectives covered in revision leading up to KS2 SATs  **Spelling focus:** Year 5 and 6 key words, Units 6 and 7 (ti, ci. si and ssi to make sh sound, Unit 8 (silent letters) and Unit 9 (ei and ie)  **Handwriting:**  Using ‘PENPALS’ pupils will be taught to:   * write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task.   **Cross Curricular Work:** Descriptive writing linked to different environments, Recount of a visit to a mountain, Diary entry, Advertisements  SMSC: \*Persuasive writing linked to the environment \* Appreciating the work of others | | **YEAR 6**  **Summer 1st Half**  **Do you prefer to be by the seaside?** | | | **MATHEMATICS:**  **In preparation for SAT week, the children will have the opportunity to experience a range of past tests, which will be completed and analysed. Any issues arising from these will then be addressed and will feed into follow-up teaching.**  **UNIT 9**  • practise addition and subtraction for larger numbers, using the formal \*written methods of columnar addition and subtraction • use their knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns  • enumerate possibilities of combinations of two variables draw shapes accurately, using measuring tools and conventional markings and labels for lines and angles  **UNIT 10**  • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations • multiply one-digit numbers with up to two decimal places by whole numbers • multiply numbers with up to two decimal places by two-digit whole numbers • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places  **SMSC**:\*Working with others | | | |
| **PSHCE/British Values:**   * PSHE - Relationships * Preservation of our environment * Appreciation and value of our country and its beauty * Careers and Enterprise – raising aspirations, managing money * Sponsor * Growing Up Talk | | |
| **COMPUTING**  **Big Data 1**  **Learning how data is collected and stored by exploring barcodes, QR codes and RFID**   * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * 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, including collecting, analysing, evaluating and presenting data and information.   **SMSC:**  **\***Developing an understanding ofE-Safety \*Wondering at the speed and complexity of developments in ICT \*Discussion of the impact of too much screen time \* Using age-relevant software \* Appreciation of inventors and advances in the computer technology world | | **DESIGN AND TECHNOLOGY:**  **Mechanisms: Automata Toys**  **(KAPOW – Geography Topic)**  **Pupils develop their woodworking skills and explore cams to design and make mechanical window displays**  **../Desktop/Screen%20Shot%202018-11-28%20at%2013.24.30.png**  Experimenting with cams to make suitable design decisions  **../Desktop/Screen%20Shot%202018-11-28%20at%2013.24.01.png**  Measuring, marking and cutting woodwork accurately  Selecting appropriate equipment  Assembling components accurately  **../Desktop/Screen%20Shot%202018-11-28%20at%2013.24.09.png**  Checking accuracy of work  ../Desktop/Screen%20Shot%202018-11-28%20at%2013.38.55.png  Naming types of cam  Knowing how cams impacts follower movements  **SMSC:** \*Recognise the achievements of themselves and others \*offer advice  \* recognise and value the contributions of others | | | | | **FRENCH:**  **Unit 12 – Un pays Francophone**  Children will study a different location in more detail, utilising skills from across the study units from Y3 – 6 in an exciting way. Children will study St Lucia: location, about the country, weather, crops, food and drink, comparing to South Tyneside, poetry work, attitudes (linked to racism) and finally presenting what they have learned about St Lucia.\*Appreciation of another culture | **MUSIC:**  **Class Awards** **– awards show performance** (6 lessons)   * To learn music for a special occasion. * To compose programme music from a visual stimulus. * To sing a verse and chorus song. * To write new verses for a rap.   To develop a song performance. (Lesson 4) 6. Performing together (Lessons 4, 5, and 6) 7. Developing an extended performance (Lesson 5) 8. Developing a song arrangement (Lesson 6) 9. Rehearsing for a performance (Lesson 6) 10. Performing together with an awareness of audience  **SMSC**:\*Appreciation of the performance of others \*Working together \* Valuing the opinions of others |
| **FOCUS WEEKS:** Enterprise and Careers Week 18-22 May | | | | | | | | |