

Science (closing the gaps)**Spoken Language**

Developing their scientific vocabulary

Articulating scientific concepts clearly and precisely

Making their thinking clear, both to themselves and others

Build secure foundations by using discussion to probe and remedy their misconceptions.

Electricity

*Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

*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.

Use recognised symbols when representing a simple circuit in a diagram.

Working Scientifically

*Systematically identifying the effect of changing one component at a time in a circuit.

*Designing and making a set of traffic lights, a burglar alarm, or some other useful circuit.

Type of Enquiry:

*Observation

*Comparative fair testing

*Pattern seeking.

Recording of findings

Diagrams with symbols of different circuits.

Thinking Metacognitively**Music**

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Computing**Remote learning**

Using Google Classroom and range of educational websites (EdShed, Education City, My Maths) to complete work. This has been a focus and will remain a focus to ensure pupils are confident and skilled to work independently whether at home (Friday Home Learning) or in school.

Languages –around the world

Listen attentively to spoken language and show understanding by joining in and responding:

Reading Skills

Greetings

Knowledge about language

Introductions

Myself, my family and my home, country etc

Greetings

Writing Skills

Linguistic competence

Inter-cultural understanding

Creativity

Art and Design / Design and Technology**Art and Design**

To use our art skills to create a range of pieces to showcase our understanding of different types of artwork.

Skills: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Religious Education

Making Cross-Curricular links to Literacy and looking at religions around the world when needed in lessons to show an understanding of people's way of lives.

Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses.

Special people

Authority

Wisdom

Identity & Community

Photo portraits sketching – cross curricular link - ART.

Acrostic Poem – Cross curricular link - Literacy

Big Question

Practises – Why are certain people, places and times sacred?

Formulate questions on their own and others' experiences and suggest some possible responses.

English**Reading/ Comprehension / VIPERS**

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -provide reasoned justifications for their views.

Writing

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- precisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing.
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

NC - use further prefixes and suffixes and understand the guidance for adding them.

Adding Suffixes (ing/ed/est/er)

Adding Suffixes (ible/y/and/ous)

Adding Suffixes (less/full/ment/ness/ly)

Handwriting

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.

Non-Statutory

To continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Grammar and punctuation

Formal and Informal Speech (find out/discover)

Synonyms and Antonyms (big, large, little)

Subject, object (The man cleaned the car)

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English.

Ask relevant questions to extend their understanding and knowledge.

- Identifying and discussing themes and conventions, making comparisons within and across stories
- Make comparisons, identifying themes.
- Predicting how language structure, and presentation contribute to meaning.
- Provide justification for their views.
- Exploring meanings of words in context
- Explain and discuss their understanding of what they have read.
- Summarising the main ideas
- Identifying and discussing key details
- Discuss and evaluate how authors use language.
- Consider how the authors have developed characters.
- Describing settings, characters and atmosphere and integrating dialogue.

Wellbeing – Keeping ourselves happy, healthy, and safe.

- To identify the word wellbeing and what it means to look after our mental health.
- Understand ways of changing negative to positive and keeping ourselves healthy.
- Use a range of resources to augment our health and develop our awareness to ensure we are looking after our wellbeing and others'.

Physical Education**Net wall games**

Use running, jumping, throwing and catching in isolation and in combination.

Due to the current pandemic, we are looking at ways to stay fit and have a lot of fun in order to maintain a healthy lifestyle.

Inter-house competition: Bench ball**Mathematics****Closing the gaps**

Ensuring we are ready for year 7 by revisiting topics of previous years and extending our learning by using a range of resources to assess our understanding and close the gaps created by being away from school due to lockdown.

Unit 6 - Percentages

- Express a fraction or a decimal as a percentage.
- Solve worded problems involving percentage and discount.
- Find the percentage change (percentage increase or decreased) using the unitary of fractional methods.
- Find the original or final value given the percentage change.

National Curriculum (tackling the gaps)**Place value**

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- round any whole number to a required degree of accuracy
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- use negative numbers in context and calculate intervals across zero.

Securing the four calculations (including decimals)

- columnar addition and subtraction
- add and subtract numbers mentally with increasingly large numbers.
- perform mental calculations, including with mixed operations and large numbers.

PSHCE**S – SEAL****Good to be me.**

S- holy texts and the environment

How do you think religious texts influence people of that religion?

M – climate change

What responsibilities should schools/families have for helping save the environment?

S- differences between proud and boasting.

*safety and risk

Why do you think some people boast? What do you think they are looking for?

C- prevention of global warming

What role do humans play towards global warming? What can be done about this?

British Values**Democracy**

If you could vote against SATs, which way would you vote and why?

Rule of Law

If you could write your own law, what would you write?

Individual Liberty

Why is it important to challenge ourselves as well as challenging stereotypes and bias attitudes?

Mutual Respect

What is the common moral that is reflected in all regions and cultures?

Tolerance of Different Faiths and Beliefs

How have authors from different cultures influenced the world of reading?