

## English

**Balanced arguments-** Children will write balanced arguments and discuss Charles Darwin and his theory of evolution.

**Creative writing:** Children will write various pieces of writing based on images and video clips.

## Science - Light

Children will recognise that light appears to travel in straight lines.

They will use the idea that light travels in straight lines to explain that objects are seen because they give or reflect light into the eye.

They will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Children will in groups to produce and educational programme for children all about how light enables us to see. They may want to use pictures or diagrams, or even props to support their explanations in the programme.

Children will make periscopes to understand how mirrors reflect light, and how they can help us see objects.

### Working Scientifically

Children will reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

## French **Monter un café (Setting up a café)**

Engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Appreciate stories, songs, poems and rhymes in the language. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Broaden vocabulary and develop ability to understand new words, including the use of a dictionary. Understand basic grammar appropriate to the language being studied. Drama: Practice and perform role plays Maths: Use the four number operations to solve problems including money (euros)

# SUMMER 1 - 2018

## Year 6



## Bringing Learning to Life

Children will visit the Tower of London as part of their history topic on Queen Elizabeth I and Queen Elizabeth II. Children will start to plan their Mini Enterprise Projects where they will create their own businesses to sell goods or services at the school fair. The children will participate in Watford Football Club's Community Sports and Education Trust's Primary School Project to learn about mental health and well-being.

## History

### Queen Elizabeth I and Queen Elizabeth II

Children will carry out a case study on the two queens looking for similarities and difference in their reigns. Children will analyse and evaluate historical events during each of the queens' reign.

Children will visit the Tower of London and participate in a workshop looking at various sources from Tudor times.

Children will also have the opportunity to explore the Tower Of London and its grounds and discover more about the history of the monarchy.

## Art - Designer

### Cath Kidston - Making bags

Children will use sketch books to record observations and use them to review and revisit ideas.

They will improve their mastery of art techniques, including drawing and painting with a range of materials including printing techniques.

They will learn about Cath Kidston in history. Linked to DT.

## Maths

Children will revise methods taught during KS2 in preparation for their SATs in May. They will be given the opportunity to answer SATs style questions to increase their confidence in approaching the tests.

Children will continue to refine and use efficient methods to add, subtract, multiply and divide whole numbers and decimals. They will continue to develop their understanding of mathematical vocabulary in number, shape, space and measure and data handling.

Children will develop a range of strategies to help them to find starting points when solving problems.

## Religious Education Ultimate Questions, Human Responsibility and Values

Children will explore how Christians and Buddhist teach about how people can live together for the well-being of all.

Explore what God may be like and what Christians believe about God. Consider how humans exercise responsibility for the environment and Christian beliefs about the relationship between humans and other living creatures.

Explore questions of meaning and purpose including the difference between ultimate and non-ultimate questions.

## Computing- Coding

They will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

## Music

Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

They will improvise and compose music for a range of purposes using the inter-related dimensions of music.

They will use and understand staff and other musical notations.

## Physical Education Striking and Fielding Gymnastics

Children will learn to use running, jumping, throwing and catching in isolation and in combination

They will play competitive games, modified where appropriate for example, volleyball and rugby and apply basic principles suitable for attacking and defending They will develop flexibility, strength, technique, control and balance They will perform dances using a range of movement patterns

They will compare their performances with previous ones and demonstrate improvement to achieve their personal best. *They will engage in competitive sports and activities with other schools.*

## PSHE Mental Health and Well-being

Children will learn about what positively and negatively affects their physical, mental and emotional health. Children will understand that images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

They will deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

They will recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. Children will begin to recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

Children will start to think about their next big change to secondary school.