

## English – Holes and Wonder

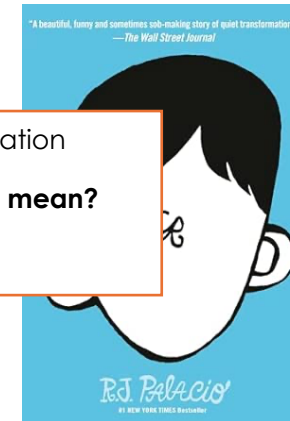
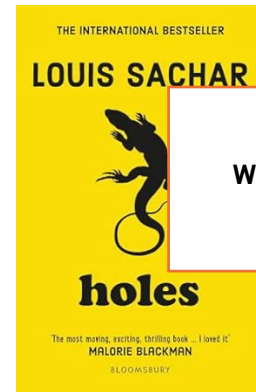
### Balanced argument

This term we will be exploring the structure and features of a balanced argument. We will begin by writing on many different subjects close to our hearts: whether uniform should be banned, whether social media should be banned for under 16s, whether homework should be banned and other topics before delving into

### Non-chronological report and persuasive letter

We will be reading Wonder later in the term and looking at the structure and content of a non-chronological report as well as a persuasive letter using the text as a basis for this.

For further details please see letter on the class pages on school's website or class Dojo pages.



Term 6 --- Celebration

What does success mean?

## Maths – Projects

### Futures and Tours

The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. This gives us the opportunity to ensure any possible gaps in understanding are addressed before children move on to secondary school.

The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life.

As well as this we have looked to provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge.

They also provide a great opportunity to explore and develop enterprise.

'Futures' is based around the world of work, tax, salaries, hourly rates using known calculations.

'Tours' is based around planning a trip, travel, accommodation, food etc.

## RE – What are my own beliefs?

We will reflect this term on the religious studies over the past few years in Primary school. We will discuss commonalities the teachings of major faiths and have class based discussions around our own beliefs.

## Science – Animals including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Explore ideas and raise different kinds of questions.
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
- 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

### • History – World War 2

- Year 6 students will be able to understand and articulate the key causes of World War II, including the Treaty of Versailles, the rise of Adolf Hitler, and the impact of the Great Depression. They will be able to identify these causes and discuss their interconnections.
- Understand and be able to explain the key events of World War II from 1939 to 1945, including the significance of major battles, the impact of the war on British society, and the concept of Home Front.
- Analyse the role of key leaders during World War II, understanding their significant contributions and decisions that influenced the outcome of the war. They will identify at least three key leaders and explain their importance

## End of year celebrations

Our end of year show is on Monday 20<sup>th</sup> July.

There will be two showings at 2:30 p.m. and 5 p.m. at the Spark Space on Church Road. More details will follow around tickets and availability.

Please note, the children will be rehearsing and preparing scenery, props and more on most afternoons. We will still run our topic and P.E. lessons around rehearsals.

## Computing – 3D modelling (see also DT

- continuation of last term's unit)

- Learners will develop their knowledge and understanding of using a computer to produce 3D models.
- Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects.
- They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.
- Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.

## PSHE – Changing me

- Children will about puberty in boys and girls and the changes that will happen - they reflect on how they feel about these changes.
- The children also learn about childbirth and the stages of development of a baby, starting at conception.
- They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.

## PE – Cricket (outdoor) Athletics (indoor)

**Cricket** - Working in small group and collaboratively in pairs, use hand eye coordination accurately to strike a ball using a bat and catch and pass a ball. Be inclusive of others, share ideas and creative strategies to try.

**Athletics** - In this unit pupils learn different types of athletic events individually and as part of a group. Feedback to peers using correct dance terminology

## MFL – Celebrations

By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions and celebrations in the Spanish-speaking world. This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture.