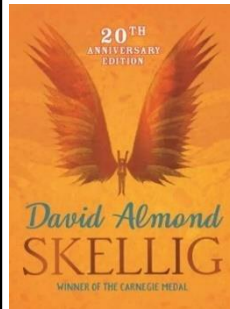


Overview: Our key text this half term is ‘Skellig’ by David Almond. This is the story of a boy called Michael who discovers a strange creature inside the run-down garage of his new home, from which point his life changes completely. Pupils will reflect on changes in their own lives, as they start to prepare for their journey into secondary school. They will spend time researching information about their new secondary schools and planning and preparing for their Leavers’ Assembly, as well as completing a small art piece for their Year 6 Legacy Project 2025.

Reading

This half term’s key text is ‘Skellig’ by David Almond, which is used as a resource to help pupils transition into secondary school, as they will revisit the text in Year 7. As it is the final text of the year, pupils will use mainly role-play, watch video clips and discuss and debate themes and issues that arise as they read the book.



Writing

Inspired by our key text, pupils will be writing a non-chronological report about an imagined creature. The writing will focus on the use of technical vocabulary, multi-clausal sentences and a range of punctuation including colons and semi-colons. Additionally, pupils will be involved in writing scripts and preparing for their leavers’ assembly.

Maths



Pupils will be involved in solving more practical mathematical word problems to consolidate their understanding, as they prepare for Year 7. They will be using the school grounds, including during Maths Week, to develop their understanding of maths outside the classroom.

Science: Evolution and Inheritance



In this challenging unit, our children build on their knowledge of living things and how they are adapted to particular environments. They will be introduced to the idea that variation in organisms results in the species becoming better adapted and that the process of natural selection.

Computing: Programming - Sensing movement



This unit brings together elements of all the four programming constructs: sequence, repetition, selection and variables. The unit begins with a simple program for pupils to build in and test in the programming environment. Pupils will then create their own design, using a given design template.

Religious Education



Islam

Key Question: Does belief in Akhira (life after death) help Muslims lead better lives?

Pupils will continue with this unit from summer 1 and will visit the local mosque to consolidate their learning.

Languages – French



Topics covered will include writing a post card and drawing a suitcase to go on holiday, using words to name clothing and shopping items. Focus will remain on accurate pronunciation and intonation in the spoken language.

PSHE: Changing Me

The following topics will be covered:

- Self-image and Body image
- Puberty and feelings
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting
- Transition from Year 6 to Year 7



Music: Musical Processes



Pupils will have the opportunity to understand how music can be composed from a variety of sources and will create a musical score to accompany silent movies using the correct musical processes.

Art: Legacy Project



Pupils will recreate their initials in an artistic style as part of the Year 6 legacy project; they will develop and refine the skills of drawing, painting and printing, using a range of materials.

Design Technology: Food



We will be making jam tarts, using a range of cooking techniques, including peeling, chopping, grating, cutting, slicing, mixing, spreading, kneading and baking. They will learn about the nutritional value of the ingredients.

Physical Education



Rounders: Attempt attacking bowling, catching a ball high to get players out, using the faster ball to deceive batters, field a long ball, employ base running tactics.

Tennis: Defend points against opposition, describe why and when to use a backhand shot, demonstrate a lob shot in isolated situations, score a tennis game using full tennis rule.

Geography: Rivers

MDQ: What are the advantages and disadvantages of settling near a river?

Pupils will name the different parts of the river and learn about the features of a river from source to mouth, including flooding and erosion; they will look at the way rivers are used and make a comparison between the River Thames and River Tigris (linked to the history topic on Baghdad).

Useful websites:

- <https://www.studiosity.com/student-resources/practice-tests/year-6-english-spelling-quiz>
- <https://www.topmarks.co.uk/maths-games/7-11-years/mental->

Useful websites:

- <https://www.bbc.co.uk/bitesize/topics/zj44jxs>
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-invention-and-innovation-in-baghdad-900ad/zmnfjhw>