



<p><b>Maths</b> <b><u>Converting units of measure</u></b> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures</p> <p><b><u>Algebra – formula and equations</u></b> <b><u>Decimals</u></b> Place value within 1– integers and decimals Round decimals; Add and subtract decimals Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers</p>	<p><b><u>Ratio</u></b> Use ratio language Introduction to the ratio symbol Ratio and fractions Scale drawing and scale factors Ratio and proportion problems including Recipes</p>	<p><b><u>English</u></b> We are looking at the book ‘The Land of Never-believe’ by Norman Messenger.</p> <p>Pupils will analyse the book’s illustrations, maps, and text to make predictions and explore how fantasy worlds are created, before taking on the role of explorers who discover a brand-new location on Neverbelieve Island. They will plan and write vivid setting descriptions, design and describe native animals and unique trees or landmarks, and develop their use of language and different writing styles. Children will also learn about the key features of information texts, such as headings, labels, diagrams, and bullet points, before compiling their work into a final A3 information poster inspired by the book</p> <p>We shall also be revising and practising all elements of SPAG linked to the SATS paper and implementing it into our writing.</p>	
<p><b><u>Geography</u></b> <b><u>Globalisation</u></b> Understand the concept of globalisation and its basic features. Explore the role of transport, technology, and communication Learn about global companies and supply chains. Understand positive and negative effects on people and the environment Reflect on how students are connected globally and how choices matter.</p>		<p><b><u>History</u></b> <b><u>N/A</u></b></p>	
<p><b><u>Physical Education</u></b> <b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>I can combine my own work with that of others.</li> <li>I can link sequences to specific timings and moves.</li> <li>I can develop sequences in a specific style.</li> <li>I can choose my own music and style.</li> <li>I can give feedback and develop my own work based on feedback</li> </ul> <p><b><u>Hockey</u></b></p> <ul style="list-style-type: none"> <li>I can gain possession by working a team.</li> <li>I can pass in different ways.</li> <li>I can choose a tactic for defending and attacking.</li> <li>I can use a number of techniques to pass, dribble and shoot</li> </ul>		<p><b><u>Science</u></b> <b><u>Light Pollution</u></b></p> <p><b>Step 1</b> How we see <b>Step 2</b> Light and straight lines <b>Step 3</b> Shadow formation <b>Step 4</b> Plan - shadow experiment <b>Step 5</b> Investigate - shadow experiment <b>Step 6</b> Evaluate - shadow experiment <b>Step 7</b> Refraction</p>	<p><b><u>Religious Education</u></b> <b><u>What is the significance of Karma and Moksha for a Hindu?</u></b></p> <p>I can <b>show understanding</b> that stories can inspire Hindus to make good choices. I can <b>explain</b> how dharma is a way of life for Hindus. I can <b>give examples</b> of how the five daily duties link to dharma. I can <b>make clear connections</b> between the deeds of past lives / this life and the consequences for the next life, for Hindus. I can <b>weigh up</b> how far the goal of moksha inspires Hindus to achieve good karma.</p>



	<p><b>Step 8</b> Explore light</p>	
<p>• <b><u>Computing</u></b>  <u>Variables in Games - SCRATCH</u>          To define a 'variable' as something that is changeable          To explain why a variable is used in a program          To choose how to improve a game by using variables          To design a project that builds on a given example          To use my design to create a project          To evaluate my project</p>	<p><b><u>Art</u></b>  <b><u>Photo opportunity- ED WESTON</u></b>  <b><u>Pupils who are secure will be able to:</u></b>          Understand what photomontage is.          Demonstrate a competent knowledge of effective composition, discussing their ideas.          Use recording devices and available software with confidence.          Discuss the features of a design, e.g. explaining what is effective about a composition.          Select a suitable range of props, considering the design brief and their initial ideas.          Set up an effective composition, thinking about the scale and positioning of objects.          Use editing software to change their image, reflecting an artist's style.          Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.          Take a portrait that is focused and appropriately framed.          Use a grid to translate a photograph to a drawn image that is mostly correctly proportioned.          Create a final painting or drawing with tonal differences that create a photo-realistic effect.</p>	<p><b><u>Design Technology</u></b>   <b><u>N/A</u></b></p>
<p><b><u>Music</u></b>  <b><u>Tootflutes</u></b></p>	<p><b><u>Modern Foreign Languages</u></b></p>	<p><b><u>Personal, Social and Health Education</u></b>  <b><u>Keeping Safe</u></b>          I know that reporting in the media can be biased.          I know that respectful and responsible behaviour is important when face to face and online.          I know that things posted online can be spread easily.          I know the risks of sharing photos and films of myself online and that explicit images and videos are illegal in under 18s.          I know how to keep my information private.</p>



		<p>I know addiction is a behaviour and what addiction means.</p> <p>I know drugs can have medicinal and non-medicinal uses.</p> <p>I know some of the laws to control drugs in this country.</p>
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<p><b><u>Curriculum enrichment – additional opportunities, visits and / or visitors.</u></b></p> <ul style="list-style-type: none"> <li>•Yenworthy 13th-17th April 2026</li> <li>•Tudor Day in Term 2</li> <li>•Bletchley Park after SATS</li> <li>•Junior Citizens – January 16th @ Rewley Road Fire Station</li> <li>•SATS week activities: Art Workshop – Santafroggy Art/fire service visit/Music workshop - TBD</li> <li>•Swimming Term 2</li> <li>•Remembrance Sunday –Year 6 representing school</li> <li>•December 11th KS2 Christmas Concert</li> <li>•Arts Week Term 4</li> <li>• Booster sessions after school on Thursdays for Maths</li> </ul>	<p><b>How can you help your child this term?</b></p> <p>Helping them learn/become quicker recalling their times tables, Yr6 children need to be able to tell the time and knows the months of the year, days of the week and hours in a day.</p> <p>Even through they are in year 6, sharing a book together on a regular basis (ideally daily) and discussing the content will equip them with good comprehension skills and will reinforce the importance of reading.</p> <p>Listen and discuss the news, we will watch Newsround regularly and I will always start by asking them what they think the headlines will be.</p> <p>Take advantage of opportunities to visit prospective secondary schools, ideally with your child.</p> <p>Organising their time so they get homework in on time.</p>
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