

<p>English</p> <p>Varmints by Helen Ward and The Wreck of the Zanzibar by Michael Morpurgo. Poetry. Incorporating a range of writing genres, building on skills from previous terms' work. Opportunities for writing evidence for moderation in a range of styles and using a range of stimuli/starting points. Some cross-curricular writing.</p> <p>Spellings</p> <p>Continuation of spelling scheme of work as well as familiarisation of Y5.6 statutory spellings</p> <p>Guided Reading</p> <p>Consolidation of reading skills in preparation for SATs</p>	<p>Maths</p> <p>Weekly Arithmetic Practice Papers</p> <p>White Rose Maths Scheme of learning</p> <p>Continued consolidation of previous learning</p> <p>Main focus on the four number operations (consolidation)</p> <p>Fractions, Decimals and Percentages (consolidation)</p> <p>Algebra</p> <p>Ratio</p> <p>Position and Direction</p> <p>Reasoning and problem solving tasks (SATs based)</p> <p>Themed projects and transition work (after SATs)</p>	<p>Science</p> <p><u>Circulation and Health</u></p> <p>Identify factors that affect our health and reduce negative impact</p> <p>Key structures and purpose of the circulatory system</p> <p>To identify key roles of blood</p> <p>To investigate the relationship between animal size and heart rate</p> <p>To investigate the relationship between exercise and heart rate</p> <p>To describe the relationship between heart rate and fitness</p>
<p>History</p> <p><u>Maya civilisation</u></p> <p>To recognise when and where the ancient Maya lived</p> <p>To evaluate the challenges of settling in the rainforest</p> <p>Comparison with Maya and Anglo-Saxon homes</p> <p>To explain the importance of Maya gods and goddesses</p> <p>To design a map of a Maya city</p> <p>To evaluate reasons for the decline of the Maya cities</p>	<p>Summer Term 2024</p> <p>Topic Theme 1: Maya Civilisation</p> <p>Topic Theme 2: Energy</p> 	<p>Geography</p> <p><u>Why is energy important?</u></p> <p>To know why energy sources are important</p> <p>To understand the benefits and drawbacks of different energy sources</p> <p>To know how different countries generate energy</p> <p>To be able to comment on the best way to generate energy</p> <p><i>To research and consider the best placement for solar panelling in a set location (possible homework task)</i></p>
<p>RE</p> <p><u>Worship</u></p> <p>To consider how worth is determined and what has worth to me/us</p> <p>To reflect on how music is used for religious worship</p> <p>To discuss why and how religious believers pray</p> <p>To investigate how artefacts are used as objects for worship</p> <p>To explore what religious freedom is and how people use it</p>	<p>Art: <u>Sculpture: Interactive installation</u></p> <p>To identify and compare features of art installations</p> <p>To investigate the effect of space and scale with 3D art</p> <p>To plan an installation that communicates an idea</p> <p>Design Technology: <u>Automata toys</u></p> <p>To understand different mechanisms that can be used</p> <p>To plan, annotate, make and evaluate a design</p>	<p>PE</p> <p>Indoor and outdoor physical education provisions with Mr Franco – physical development as well as skills within sports</p>
<p>PSHE</p> <p><u>Citizenship and Human Rights</u></p> <p>To understand the right to education</p> <p>To understand how to care for others</p> <p>To recognise prejudice and discrimination</p> <p>To understand diversity and the value of people</p> <p><u>Growing up and moving on (including Y6 to Y7 transition work)</u></p>	<p>Computing</p> <p><u>Online Safety</u></p> <p>To explore the impact and consequences of sharing online</p> <p>To know how to create a positive online reputation</p> <p>Learning how to navigate the internet in an informed, safe and respectful way</p> <p>French</p> <p>To explore colours, size and shape</p> <p>To orally share French phrases</p> <p>To begin to write simple sentences and phrases in French</p>	<p>Music</p> <p><u>Changes in pitch, tempo and dynamics</u></p> <p>To sing in harmony with others, developing breath control</p> <p>To explain how a piece of music makes us feel (using musical terminology)</p> <p>To perform in time with others</p> <p>To evaluate performances of self and others</p>