**RE**

**‘Teachers, children, and parents from school filled the little church… voices rose up into the eaves.’ P105**

Islam: 5 pillars.

The life of Jesus.

**‘We all sang ‘All Things Bright and Beautiful’, which had been iona’s favourite hymn once. P105**

**MUSIC**

**‘Music played, people ate and drank and danced well into the night.’ P216**

L**earn lyrics and melody** for choir performance of 'Popera' for Singfest '17

**Music Express**: **ROOTS:** A complete musical performance about the effects of the slave trade on a West African village. Traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day! **JOURNEYS:** Songs that can be sung in different combinations. The theme of challenging journeys in life resonates through this unit with thoughts of change and transition, and binds them in an optimistic and uplifting song-cycle performance.

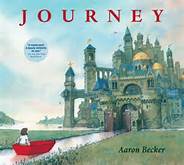
**Rehearse songs** for Easter Service.

**Mrs Francis**

**SPRING 2017**

**Base 5 ~ Y6**

‘Journeys’ will be the central motif for a broad topic that explores love, loss, personal discovery and overcoming challenge as well as the physical migration of people and animals.



**LITERACY**

**‘I ran back upstairs so I could email Jeneba. I was bursting to tell her my news' p206**

**F**ollow theY6 New national curriculum for English 2014 and read a variety of texts that centre around both physical and personal ‘journeys’.

**Texts include:** Sky Hawk, Edward Tulane, The Happy Prince, Think of an Eel, A Long Walk to Water, Inside Out and Back Again, The Garbage King and a range of wordless picture books.

*U*se drama to write a **diary entries, letters, emails** and **playscripts.**

Use descriptive language from the stories to **write in the style of the authors** and **develop their own imaginative narratives** building on their **spelling, punctuation and grammatical knowledge.**

Explore **poetry** around the theme of journeys and settings in the texts.

Author visit: Paul Geraghty.

Theatre trip: The Snow Queen.

**COMPUTING**

**‘I tapped in Iris’s code so we could find her position and plot it on the maps of Google Earth' p119**

Understand use of ITfor **communication and collaboration.**

KODU: use sequence, selection, and repetition in programs to create worlds and games – **coding.**

**Internet Safety -** Explore **i**ssues affecting Y6: social media, PANTS.

**SCIENCE**

**‘Below, the lochs reflect the clouds and the sunlight.' Prologue**

Develop their **scientific skills** by investigating, exploring and understanding. Write up scientific investigations using formal protocols.

Learn about great scientists and their discoveries.

**LIGHT** – light travels in straight lines and reflects off objects allowing us to see them. Casting shadows.

**ANIMALS** – human circulatory system.

**GEOGRAPHY**

**‘The pattern of this landscape is folded deep, deep within her memory.' Prologue**

Explore contrasting settings in the texts read.

Describe and understand key aspects of physical geography in these places.

Describe and understand key aspects of human geography, particularly refugee status.

**DT**

**'…maybe I could cook those trout for you. With a bit of parsley and butter…' p182**

Textiles: use textiles to create landscapes portrayed in the various texts explored. Group project – make a class quilt.

Cooking and Nutrition: healthy, cross-cultural dishes.

**ART**

**‘It was a huge painting of an osprey catching a fish… it must’ve taken her ages to do it' p93**

Develop skills: composition, painting, batik, printing.

Discover great artists: Andy Warhol, Alexander Calder, Banksy, David Hockney, Klimt.

**PHSE**

**‘In your country or America, maybe she could have surgery to mend her leg. But this is Africa.' P174**

**The refugee crisis**

*Find out about those less fortunate than ourselves, including children making long and difficult journeys.*

**SEAL:** *Going for Goals***,** *Good to be Me*

**Friendship Terrace**

*Nurture Groups*

*Use class texts to recognise friendship types and see how relationships change and develop.*

**Growth Mindset**

*Continue to develop resilience and a positive attitude to learning.*

***Growing Up***

*Sex and Relationship Education.*

**School Parliament & Y6 roles**

**NUMERACY**

**‘The grand total is… one thousand, four hundred and sixty-two pounds and eight pence.’' P180**

Follow theY6 New national curriculum for mathematics 2014 using the White Rose sequence to cover decimals, percentages, measurement, algebra, ratio, geometry, time and statistics.

Develop greater **FLUENCY** in calculation using formal written methods and understand concepts in depth.

S**OLVE PROBLEMS** and find different solutions.

R**EASON** and explain strategies and understanding of their mathematical work.

**PE**

**‘…I started running. My lungs burned and my chest ached but I didn’t stop…' p100**

Kicking skills – football tournaments.

Sportscape – games led.

Orienteering - using maps and compasses.

Cross-country running club.