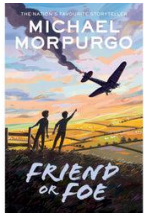


## English

### Reading:

This term, we will be reading: **Friend or Foe** by Michael Morpurgo



### Writing:

Our writing genre will be: Persuasive Letters

### Spelling:

- This year, we will be using 'Spell Zone' an online platform that provides spellings based on ability. **Year 6 will also be tested on the Year 6 statutory spelling list.**

## Music

### Keyboards

- I know different ways of writing music down – e.g. staff notation, symbols
- I know that if you improvise using the notes you are given; you cannot make a mistake.
- I know a performance can be a special occasion and involve an audience including of people you don't know.
- I can rehearse and perform my part within the context of the Unit song.
- I can listen to and follow musical instructions from a leader.
- I can lead a rehearsal session
- I can choose what to perform and create a programme.

## PE

### Tennis and Athletics

#### Tennis

Shots: I can develop the range of shots used in a variety of games.  
Serving: I can develop the range of serving techniques appropriate to the game.  
Rallying: I can use a variety of shots to keep a continuous rally.  
Footwork: I can demonstrate effective footwork patterns to move around the court.

#### Athletics

Running: I can apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.  
Jumping: I can explore technique and rhythm in the triple jump.  
Throwing: I can develop technique and power in javelin and shot put.

## Mathematics

Borton will be covering decimals, perimeter and area and statistics. **Year 6 will also be looking at algebra, and geometry.**



## Term 5: Borton



## Science

### Reproduction & Make observations

- I can describe the life process of reproduction in mammals.
- I can describe the life process of reproduction in plants.
- I know the names and functions of the specific male and female reproductive parts in plants
- I know that plants can reproduce through pollination.
- I know what asexual reproduction is in plants.
- I can plan an observation over
- time enquiry to find out which parts of a parent plant are best for cloning a plant from.

## History

### Changing Britain

- How have people fought for civil rights in Britain?
- What was the Bristol Bus Boycott?
- What was the Grunwick Strike?
- Why were there protests about Section 28?
- How did the Wheelchair Warriors fight for their rights?

## PSHE

### Economic Wellbeing

- I can identify whether something is a need or want.
- I can create a weekly budget.
- I can identify the significance of borrowing and loaning money.
- I can examine the risks associated with handling money online.
- I can identify and challenge stereotyping in the workplace.
- I can explore how personal interests and skills align with different careers.
- I know that when money is borrowed it needs to be paid back, usually with interest.

## Computing

### Text adventures and networks

- I know what a LAN and WAN are.
- I know how we access the internet in school.
- I know about the age of the internet.
- I know what a text-based adventure game is.
- I can use 2Connect to plan a 'Choose your own Adventure' type story.
- I can make the adventure story using 2Create a Story.
- I can read and understand given code for a text adventure game.
- I can debug a text adventure.
- I can independently design and implement improvements to a text adventure game.

## DT

### Cooking and Nutrition

- I know that I can adapt a recipe to make it healthier by substituting ingredients.
- I know that I can use a nutritional calculator to see how healthy a food option is.
- I know that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.
- I can write an amended method for a recipe to incorporate the relevant changes to ingredients.
- I can cut and prepare vegetables safely.
- I can use equipment safely, including knives, hot pans and hobs.
- I can follow a step by step method carefully to make a recipe.
- I can identify the nutritional differences between different products and recipes.
- I can identify and describe healthy benefits of food groups

## RE

### ISLAM - What do Muslim people believe about the way they should live their lives and why?

- I know about and can express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah
- I know and can re-tell some stories about the life of the Prophet Muhammad and recognise what they might say about him
- I know some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith
- I know and recognise some objects and places used by Muslim people and evaluate why they are important
- I know how to find out about and respond with my own ideas to examples of different beliefs, prayer, generosity and worship.