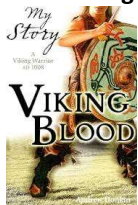


English

Reading:



This term, we will be reading: **Viking Blood** by Andrew Donkin

Writing:

Our writing genre will be: Narrative – **Historical Fiction**

Spelling:

This year, we will be using 'Spell Zone' an online platform that provides spellings based on ability.

Mathematics

This term we will follow White Rose Scheme. Borton will be covering place Addition, Subtraction, Multiplication & Division.



PSHE

Safety & the Changing Body

- I know the steps to take before sending a message online (using the THINK mnemonic).
- I know some of the possible risks online.
- I know and understand the process of the menstrual cycle.
- I know the names of the external sexual parts of the body and the internal reproductive organs.
- I know that puberty happens at different ages for people.
- Year 6 only: I know and understand how a baby is conceived and develops.
- I can discuss some of the emotional changes through puberty.
- I can identify reliable sources of help with puberty.

Computing

Spreadsheets

- I can use formulae within a spreadsheet.
- I can use a spreadsheet to model a real-life problem.
- I can use a created spreadsheet to make decisions.
- I can use formulae to calculate.
- I can use the count tool to answer hypotheses.

French

Seasons

- I can recognise, recall and remember the 4 seasons in French.
- I can recognise, recall and remember a short phrase for each season in French.
- I can say which season is my favourite in French and attempt to say why using the conjunctions 'et' and 'car'.

DT

Mechanisms- Gears and Pulleys

- I can assemble components accurately to make a stable frame.
- I know that structures can be strengthened by manipulating materials and shapes
- I know that the mechanism in an automata uses a system of cams, axles and followers.
- I know that different shaped cams produce different outputs.
- I can identify what makes a successful structure.

RE

PEOPLE OF GOD – How can following God bring freedom and justice?

- I know The Old Testament pieces together the story of the People of God.
- I know that the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- I know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.

Music

• Keyboards

- I can use musical vocabulary when talking about the songs.
- I can talk about the musical dimensions working together in the Unit songs.
- 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 play and improvise up to three notes
- I know different ways of writing music down – e.g. staff notation, symbols
- I know that using one, two or three notes confidently is better than using five.

Science

Properties of Materials & Ask Questions & Answer Questions and Make Conclusions

- I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.
- I can give reasons for the particular uses of everyday materials, including metals, wood and plastic.
- I can ask scientific questions and begin to understand which questions would be best suited to each enquiry type.
- I can use scientific evidence to answer questions.
- I can make conclusions based on scientific evidence and from my own testing and findings.

History

Medieval Monarchs

Who was the greatest medieval monarch?

- Why was there a succession crisis in 1066?
- Who was responsible for the death of Thomas Becket?
- Which king was worse, John or Richard?
- What makes a great medieval monarch?
- How did power change during the medieval period?

PE

Dance & Hockey

Dance

- Actions: I know that different dance styles utilise selected actions to develop sequences in a specific style.
- Dynamics: I know that different dance styles utilise selected dynamics to express mood.
- Space: I know that space relates to where my body moves both on the floor and in the air.
- Relationships: I know that different dance styles utilise selected relationships to express mood.
- Performance: I know what makes a performance effective and know how to apply these principles to my own and others' work.
- Actions: I can choreograph dances by using, adapting and developing actions and steps from different dance styles.
- Dynamics: I can confidently use dynamics to express different dance styles.
- Space: I can confidently use direction and patterning to express different dance styles

Hockey

Sending & receiving: I can develop control when s&r under pressure.

Dribbling: I can dribble with some control under pressure.

Space: I can explore moving to create space for themselves and others in their team.

Attacking: I can use a variety of techniques to lose an opponent e.g. change of direction or speed.