

Science

Light

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

What if God hadn't created light and dark?

Why did God give us eyes to see?

History (ongoing)

The Swinging 60's – Application of Skills

- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others.

What if Jesus was alive in the 60's – how would He have spread the message of God?

Computing (ongoing)

CS: Programming/Computational Thinking/Hardware

- Can use on-screen control software to plan, create and run a more complex set of instructions
- Can declare statements
- Can plan and create a control system to answer a task

Art

Textile and Collage (Lowry and other 'Seaside' Artists)

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc. when designing and making pieces of work.
- Use collage as a means of extending work from initial ideas.

Also designing programmes for Wow! What a Year! and assisting in the creation of stage sets and scenery

How can we show the beauty of God's world through Art?

Mrs Bolton - Class 5 - Summer 2– 2021

Light



R.E. – 6.7 – People of Faith

To explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.

To discuss that Christian people are called to build God's kingdom here on earth.

- What is faith?
- What does it mean for a person to have faith?
- What does it mean to be a person of faith?
- What motivates people of faith?
- How does having faith affect people's lives?
- In what ways have people of Christian faith built God's kingdom on earth?

In what ways do people of Christian faith build God's kingdom on earth today?

PHSE/ RSE – Economic Wellbeing and Financial Capability

Moving On

Evaluating money and financial risks

- What's it worth?
- Jobs and taxes
- Action stations!
- Project Pitch (parts 1 & 2)
- Happy shoppers

Also detailed transition preparing the children for the move from primary school to high school

This will be part of Super Safety Week

Music

Charanga - 6.6 Reflect, Rewind and Replay

Perform in Year 6 Production – Wow! What a Year!

- Practise, rehearse and present performances with an awareness of the audience.
- Sing songs, speak chants and rhymes in unison

Maths

- Algebra and Sequences
- Measurement – time, length, statistics – mean
- Mental and Written Calculations
- Decimals

Plus

Arithmetic and Reasoning SATs style practise

Times tables tests

[DIAMOND 9 – Courage, Challenge, Independent, Collaborative](#)

English

Narrative with Film Focus – The Piano

- To form opinions and use textual evidence from a film to support and justify responses.
- To demonstrate that they can infer authors' perspectives.
- To transfer their understanding of different modes (gestural, visual, sound) to write short descriptions.
- To reflect on how working in role helps to explore some of the complex issues within a film.
- To demonstrate that they can use speech punctuation accurately.
- To demonstrate that they can manipulate narrative structure.
- To reflect critically on their own writing and edit and improve it.

Autobiography

- Identify audience and purpose.
- Choose appropriate text-form and type for all writing.
- Select the appropriate structure, vocabulary and grammar.
- Draw on similar writing models, reading and research.
- Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts*.

How is being unique a gift from God? How can I use my gift wisely?

French

Places and Tourists

- Language, religion and culture in European countries
- Places in School
- School times and subjects

MULTI-CULTURAL LINKS- Exploring the lives of people who live in other parts of the world.

P.E

Athletics

Games (Rounders)

The children will also be practising Cricket and Netball as preparation for the Inter Schools Sports Festival in June