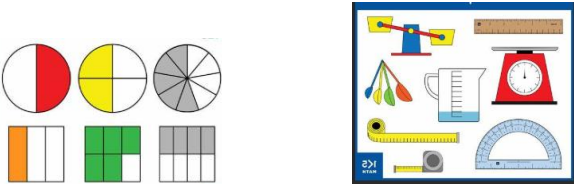
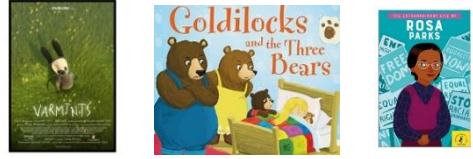
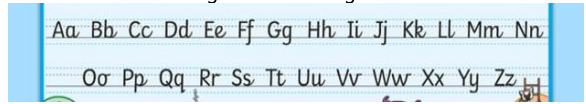


Term: Spring 2025		Year: 6 Owls	
Mathematics		English	
<p>We will continue to follow the White Rose progression for our maths learning, using our in-school fluency progression to help support the children's confidence in calculation and fundamentals. This half term, we will be looking at and manipulating <b>fractions</b> in various mathematical ways whilst practising our arithmetic skills and other foundational maths facts and strategies; ensuring that we are fluent and confident with these. We will also look at working with <b>measurement</b> in a range of areas. Then we will work on understanding <b>ratio</b> and <b>algebra</b> and generalisations of mathematical ideas. Children will be encouraged to explain their understanding of concepts and apply this to problem solving and reasoning activities. Often, homework will contain activities of this type where children explain their thinking. Finally, Year 6 will delve into <b>area, perimeter and volume</b>. When all of these units are completed, we will fully focus our attention on SATS and preparing for them.</p> 		<p>Writing:</p>  <p><b>Writing opportunities this term will focus on:</b></p> <ul style="list-style-type: none"> <li>• A newspaper report about Goldilocks</li> <li>• An narrative based on Varmints</li> <li>• A biography about Rosa Parks</li> <li>• A non-chronological report on the Origin of Species</li> </ul> <p>During writing lessons, as well as discrete punctuation and grammar lessons, we will practise a variety of writing techniques and features, including adverbs, colons, semi-colons and subordinate clauses.</p> <p>Reading:</p> <p><b>Reading lessons will focus on:</b></p> <ul style="list-style-type: none"> <li>• Practising the VIPERS skills – vocabulary, inference, prediction, explanation, retrieval and summarising.</li> <li>• Reading a variety of texts and use these to answer related questions.</li> </ul>	
		Spelling	
		<p>As part of their homework, children will learn 10 spellings every week that will be quizzed on a Friday morning. I have notified you via Dojo regarding which list your child is working on. The aim is for all children to be able to read, write and spell the 100 Year 5 / 6 vocabulary by Easter.</p>	
		Handwriting	
		<p>To write consistently at speed with neat, legible and joined letters, working towards gaining a pen license.</p> <p>Students should take pride in the presentation and appearance of their work. The expectation is that their handwriting is always joined in the right places. We work on this during handwriting lessons.</p> 	
		Key texts	
		<ul style="list-style-type: none"> <li>• Darwin's Dragons by Lindsay Galvin</li> <li>• Goodnight Stories for Rebel Girls by Elena Favilli</li> </ul>	
How to help at home		Educational visits, visitors and key dates	
<ul style="list-style-type: none"> <li>• Practise year 5 and 6 spellings</li> <li>• Make sure your child knows their times tables up to 12x12. They should play TTRS daily.</li> <li>• Complete the homework tasks set</li> <li>• Listen to your child read and read to them</li> <li>• Establish clear bedtime routines</li> <li>• Monitor and limit screen time</li> </ul>		<p>11<sup>th</sup> February - <b>Online Safety Day</b>            17<sup>th</sup> – 21<sup>st</sup> February – Half-term            25<sup>th</sup> &amp; 27<sup>th</sup> February – Parent/Teacher consultations            6<sup>th</sup> March - <b>World Book Day</b>            7-16<sup>th</sup> March - <b>Science Week</b>            3<sup>rd</sup> April – Easter Egg Hunt &amp; Bonnet parade            4<sup>th</sup> April – End of Spring term</p>	

Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p><b>Art:</b> Surface and colour: <b>‘Exploring Identity’.</b> Students will use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. As viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p> <p><b>Music:</b> This term’s song is <b>A New Year Carol</b>. We will also explore how music makes us feel and our opinions and feelings towards different songs. We will be continuing to practise finding the beat and will use the glockenspiels to accompany our singing.</p> <p><b>Design Technology:</b> Unit 3P: <b>Digital world: Navigating the world.</b> Pupils who are secure will be able to: Incorporate key information from a client’s design request such as ‘multifunctional’ and ‘compact’ in their design brief. Write a program that displays an arrow to indicate cardinal compass directions with an ‘On start’ loading screen. Identify errors (bugs) in the code and suggest ways to fix (debug) them. Self and peer evaluate a product concept against a list of design criteria with basic statements. Identify key industries that use 3D CAD modelling and why. Recall and describe the name and use of key tools used in Tinkercad (CAD) software. Combine more than one object to develop a finished 3D CAD model in Tinkercad. Complete a product pitch plan that includes key information.</p> <p><b>Computing:</b> We recently refreshed our understanding of e-safety and how to ensure we stay safe online. Our computing unit of the year is programming. We will be exploring how data is transferred by working collaboratively online.</p>	<p><b>Personal, Social, Health Education:</b></p> <p><b>Spring 1:</b> Healthy and Safer Lifestyles and Personal Safety At the end of this unit pupils will be able to identify their Early Warning Signs - the physical feelings in their body that help them to know that they are not feeling safe. Be able to identify the qualities that make a safe ‘network’ person and be able to seek help from an adult in their Network of Support and know when to review their network. Be able to judge whether a secret is safe or unsafe. Be able to identify behaviours that constitute abuse and neglect. Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies. Be able to contribute to discussions about assessing risk.</p> <p><b>Spring 2:</b> Managing Safety and Risk At the end of this unit pupils will be able to categorise drugs as medical, non-medical, legal and illegal. Understand the possible physical and psychological effects of drugs. Be able to distinguish between the reality of drug use and media representations. Understand some of the laws relating to drugs. Be able to identify risk and risk management strategies and know where they can get support. Have begun to recognise influence and pressure and have related this to peers and the media. Have found sources of reliable and accurate information.</p> <p>In addition, we would like Year 6 to complete an enrichment unit about body image. At the end of this unit pupils will know that the idea of attractiveness is subjective, i.e. people will view it differently. Suggest some ways in which their school supports and could support children to feel good about themselves. Know some influences on their views of themselves, including decisions about what to wear. Be able to state some of the messages given by ‘makeover’ programmes and articles, and how these are sometimes different for boys and girls. Say what they admire in other people, whether famous or</p>	<p><b>Science:</b> We will delve into <b>Evolution and Inheritance</b> and try to understand how offspring vary and are not identical to their parents. We will learn about animal and plant adaptations and explore what we can learn from fossils. Year 6 students will explore the theory of evolution by natural selection. Lastly, we will explore human evolution by identifying differences in human ancestors, describing how humans have evolved and compare and contrast neanderthals and homo sapiens.</p> <p><b>Geography:</b> This half term, Year 6 will explore <b>where our energy comes from</b>. Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.</p> <p><b>History:</b> We will answer the question <b>‘How did the Maya civilisation compare to the Anglo-Saxons?’</b> Describe the key physical features of the Maya civilisation. Sequence the key periods in the Maya civilisation. Identifying periods that were happening in Britain at the same time. Name the features of the rainforest, explain the challenges facing the Maya in the rainforest and understand how the Maya settled in the rainforest. Identify the similarities and differences between Maya and Anglo-Saxon houses. Explain the Maya creation story. Identify the characteristics of</p>

**Spanish:** Children will build on their previous learning to describe their mood. They will also practise describing themselves and others. They'll learn how to say what they have and what others have. They will then move onto saying what they do and what others do.

known to them. Know that it is possible for people to represent themselves in a number of ways, both visually and in writing. Say what it means to have a positive body image, what might influence this and reflect on their feelings about their own body. Understand that there are links between puberty and body image. Know what is possible and desirable to change about themselves.

important gods or goddesses. Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

**Religious Education:** Students will answer: 'How do questions about Brahman and atman influence the way a Hindu lives?'

Physical Development and Well being

In the class, we have a feelings station and a worry box. Children are encouraged to use these to share with adults how they are feeling and to open discussions about anything that might be causing them worry or stress.

In **gymnastics**, students will combine and perform gymnastic actions, shapes and balances with control and fluency. They will create and perform sequences using compositional devices to improve the quality. They will learn to lead a small group through a short warm-up routine. They will use appropriate language to evaluate and refine my own and others' work. They should work collaboratively with others to create a sequence and understand how to work safely when learning a new skill. Lastly, they should understand what counter balance and counter tension is and can show examples with a partner.

On Fridays during **dance**, the children will choreograph a dance and work safely using a prop. They will lead a small group through a short warm-up routine. They will perform dances confidently and fluently with accuracy and good timing. They will refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. They will be shown how to use appropriate language to evaluate and refine their own and others' work. Students will use feedback provided to improve the quality of their work. Lastly, they will work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

Pupils will articulate the Hindu belief that Brahman is present in everything. They will explain what is expressed when Svetaketu's father taught about the salt, honey and fig. They may also draw on their own metaphors to illustrate this point about the nature of Brahman further.

Pupils will describe the meaning of the word Atman as a spark of the divine. They will link this to how Hindus believe all life is sacred and can give examples of how this impacts on their life choices e.g. their diet and attitude to animals.

Pupils will describe some Hindu deities, like Krishna or Ganesh, and how each reveal aspects of Brahman in human form. Ultimately, pupils will learn to understand the key idea from this unit: *Hindus believe all living things contain a 'spark' of Brahman, which in humans is known as the 'atman'.*

