

<p style="text-align: center;">Geography</p> <p>As geographers, we will develop our locational knowledge. First, we will recap the eight points of a compass and give directions for several UK cities, boroughs and make links with Science – Charles Darwin’s journey to the Galapagos Islands. Then, we will use lines of latitude and longitude to describe various locations around the world. We then will discuss the significance of the equator and make comparisons within a region of South America.</p>	<p style="text-align: center;">Maths</p> <p>As Mathematicians, we will continue to develop our fluency, reasoning, and problem-solving skills. First, we will use different methods for division of integers and decimals. Then, we will revisit concepts such as equivalence and simplifying fractions. Next, we will convert mixed numbers to improper fractions and vice versa. Next, we will compare and order fractions including mixed numbers. Next, they add, subtract, multiply and divide fractions. By the end of this unit, children should understand the relationship between fractions, decimals, and percentages. During these sessions, children will review arithmetic and fluency questions and then practise reasoning questions in pairs and move on to independent practice.</p>	<p style="text-align: center;">Science</p> <p>As scientists, we will study the unit, Evolution and Inheritance. First, we will recognise that fossils provide information about living things that inhabited the earth millions of years ago and that living things change over time. Then, we will explore various animals and plants and describe how they have adapted to their environment and how adaptation may lead to evolution. Several working scientifically skills will be developed during these sessions including using and developing keys, recognising which secondary sources are most useful to research particular topics, identifying patterns that might be found in the natural environment.</p>
<p style="text-align: center;">PE</p> <p>This term, we will develop skills in Tag Rugby. First, they review Tag Rugby rules, improve handling skills and use sidesteps to get past a defender. Also, we will practise performing accurate rugby passes when tagged and pass a ball in an attacking situation.</p>	<p style="text-align: center;">Learning in Year 6</p> <p style="text-align: center;">Term 2</p>	<p style="text-align: center;">DT</p> <p>As design technicians, we will apply our knowledge from last term’s science topic, Electricity and create an electrical board game. First, we will conduct market research for a product and design a product that appeals to the target audience and with set specifications. Then, we will create a product using electrical systems and finally will evaluate the product against design criteria.</p> <p style="text-align: center;">Music</p> <p>As musicians, we will be learning about different styles of music alongside note patterns. This term, we will continue to apply their knowledge by playing the ukulele.</p>

Computing

This term's unit is Webpage creation. We will explore and review existing websites and evaluate their content. Then, we will examine different layout features and plan their own webpage. Next, we will learn why we should only use copyright-free images and find appropriate images to use in our work from recommended sources. Next, we will refer to our plans, create our own webpages and explore navigation paths to create multiple links for our sites.

English

As readers, we will be reading Skellig by David Almond, which is a heart-warming story of friendship, grief, love, and faith. This is based on a 10-year-old boy Michael's discovery of a strange looking being in his parents' garage. During reading sessions on Thursday and Friday, we will continue to focus on our fluency and developing the skill of inference, explanation, summarising and discussing vocabulary choice. On Monday to Wednesday, children are exposed to a range of fiction and non-fiction texts and the focus is on equipping them with the strategies needed for answering a wider range of comprehension questions.

As writers, the animation, 'Alma' was used to inspire children to write a suspense narrative. The unit starts off with a poetry twist to enthuse children into discussion about the mood, creating a 'scary' atmosphere and generating vocabulary required later in this writing unit. We will explore various suspense pieces and analyse the use of techniques used to build tension and create suspense. Some of these key features include using empty words, expanded noun phrases, figurative language, precise verbs, and dramatic connectives.

RE / PSHCE

In RE, this term's unit is 'What do people believe about life after death?' Our big question is 'How important are the similarities and differences between and within religions and worldviews?' We will be exploring religious and worldviews about the purpose of life. Then, we will study various religions and worldviews regarding life after death.

In PSHCE, we will be exploring the unit 'Valuing difference'. In these sessions, we will discover how it is 'OK' to be different and how to respect their differences. Through interactive group activities, we will discuss tolerance and respect for others.