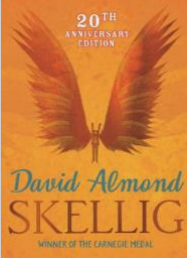



<p style="text-align: center;"><b>Geography</b></p> <p>As geographers, we will develop our locational knowledge. First, we will recap the eight points of a compass and give directions for several UK cities, boroughs and make links with Science – Charles Darwin’s journey to the Galapagos Islands. Then, 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;"><b>Maths</b></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. We will compare and order fractions including mixed numbers. Next, we will add, subtract, multiply and divide fractions. By the end of this unit, we should understand the relationship between fractions, decimals, and percentages. During these sessions, we will review arithmetic, practise fluency and reasoning questions.</p>	<p style="text-align: center;"><b>Science</b></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 scientific 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;"><b>PE</b></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;"><b>Learning in Year 6</b></p> <p style="text-align: center;"><b>Term 2</b></p> <div style="text-align: center;">   </div>	<p style="text-align: center;"><b>Art</b></p> <p>This term, we will be experimenting with the elements of art: value, space, shape, and form. We will be using a range of materials including watercolours, charcoal, oil pastels and soft pastels while exploring still life drawing of the cross sections of vegetables and flowers inspired by Claesz and Van Gogh.</p> <p style="text-align: center;"><b>Music</b></p> <p>As musicians, we will be learning about different styles of music alongside note patterns. This term, we will continue to apply our knowledge by playing the ukulele.</p>
<p style="text-align: center;"><b>Computing</b></p> <p>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.</p>	<p style="text-align: center;"><b>English</b></p> <p>As readers, we will be reading Skellig by David Almond, which is a heart-warming story of friendship, grief, love, and faith. During reading sessions, we will be exposed a range of comprehension strands based on our core text, and test-style questions for both non-fiction and fiction texts. As writers, the animation, ‘Alma’ will be used to inspire children to write a suspense narrative. We will explore various suspense pieces and analyse techniques used to build tension and create suspense. The second writing outcome will be a persuasive letter.</p>	<p style="text-align: center;"><b>RE</b></p> <p>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.</p> <p style="text-align: center;"><b>PSCHE</b></p> <p>In PSHE, 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.</p>