Science: **Properties and Changes of materials.**

We will recap the different states materials can be found by grouping everyday items. From this we can develop our learning by comparing and grouping items further based on their properties (transparency, hardness etc) through observations. We will investigate, using fair testing, thermal and electrical conductors and insulators in everyday materials. From here we will develop our understanding on changes within material through investigating whether the material disappears or dissolves and whether the change is reversible or irreversible. When investigating these changes, we will use a specific question to support our plan, to then carry out and present our findings.

English:

**Punctuation and Gramma** – Determiners, expanded noun phrases, noun and pronoun use, modifying preposition phrases, using modal verbs to indicate possibility, synonyms and antonyms, formal and informal writing and speech. We will work on recognising these within what we read to support our use of them within our own writing.

**Spelling** – adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgotten), the ‘i’ sound spelt ‘y’ elsewhere than at the end of words (e.g. myth), the ‘u’ sound spelt ‘ou’ (e.g. trouble), prefixes (dis-, mis-, in-, il-, im-, ir-, re-), the suffix –ous (e.g. dangerous), endings which sound like shush spelt –cious or –tious (e.g. precious), endings which sound like –shal (e.g. official), endings in –ant, -ance/ -ancy, -ent, -ence/ -ency, words ending in –able and –ible (e.g. adorable, legible), words ending in –ably and –ibly (e.g. considerably), adding suffixes to beginning with vowel letters to words ending in –fer (e.g. referring) and words containing the letter string –ough (e.g. ought). Within our spelling practice we will embed cursive handwriting practice.

**Writing** - Using the film unit ‘Taking Flight’ to support our writing, we will work on using a range of descriptive devices to create a character and setting description to support them when they plan, draft, evaluate and write a full narrative for this story (fiction). Whilst using this film unit we will also explore poetry, creating a Kenning poem to entertain, and a diary entry to support speech use in our narrative. Throughout our learning we will incorporate drama and hot seating to gain more insight into how characters may be feeling and what they may be thinking to support our own writing.

For our non-fiction focus we will be using the film unit ‘The Lego Story’ to write a report based upon the research we gather. Through reading model texts, we will explore the structure of a report and follow the process in gathering information to put into our report, thinking carefully about how we structure a report to share information.

**Reading** – As a class we will share a class book to explore together. With weekly guided reading sessions, we will develop our comprehension skills including those of inference and deduction. With focussed questioning, we will develop our deeper understandings when reading.

Maths: We will practice timetables daily within the classroom, followed by a range of calculations to maintain our mental maths fluency. This term we will be focusing on number and the number system; counting and comparing numbers, calculating number using the four operations (addition, subtraction, multiplication and division) and investigating shape. Year 6 children this term will also look at percentages, decimals and fractions. Across all these areas we will look at using number in different ways to deepen our understanding and explore how our basic knowledge can be transferred into a range of scenarios. Our learning will be supported by using concrete apparatus to be able to visually see number.

Throughout our learning we will encounter problem solving and reasoning, whereby we will use our knowledge to solve these and justify our answers., breaking down the problems into steps to seek a solution. This will be supported by Nrich problems.

Music: Using Charanga, we will be using the ABBA’s Mamma Mia, to listen and appraise music. We will then go on to perform this as a class.

PSHE: Throughout this term we will be working on having an ‘I can’ attitude. We will think about why we say we “can’t” and ways to overcome this, building our own resilience to be able to solve problems that arise throughout our lives.

RE

What does it mean to be a Muslim in Britain today?

We will be able to identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an. We will go on to describing ways in which Muslim sources of authority guide Muslim living. Within this we will make clear connections with Muslim beliefs and give evidence and examples to show how Muslims put their beliefs into practice in different ways. To make deeper connections we will make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today. We will consider and weigh up the values Muslims hold and how they are value to people who are not Muslim and reflect upon all we have explored, giving good reason for our views in a respectful manner.

BV and SMSC: On the 21.9.18 we will use the afternoon to explore a range of countries and the language they speak for European day of language. Gloucester Cathedral and Mosque visit developing respect and understanding of others. Through debates within the classroom we listen to and respect other people’s views and opinions. We work together collaboratively in our lessons, supporting and listening to one another to be able to help each another to improve. In the classroom, we read ‘First News’ and have discussions about what is going on in the world and what we think about it; understanding how things are different around the world and sharing our thoughts on this in a careful and respectful manner.

Computing: during computing, we will be using excel spreadsheets to develop our knowledge on a range of computer programmes. We will look at how we can formulate cells to create sums and how they can be used in the real world to support people and why people may use them. We will then be set a challenge to track income and outgoings to work within a budget. Throughout all computing the importance internet safety will be highlighted.

PE – Dance. We will explore the origin and movements used to create the well-known Haka. We will recreate the original Haka and then create our own for a sport of our choice, by working on our movement and working as a team. We will perform these dances to gain feedback, and then improve for a final performance.

Art: We will be exploring Picasso and his idea on ‘Cubism’, planning and creating our own abstract portraits to convey emotion, using a range of colours and materials. When planning, we will be using our sketch books to practice the shapes we want to use to develop and improve. By using different shapes and layering our pictures we aim to add depth to our work.

Languages: On European day of language (21.9.18) the children will explore some basic language skills across a range of languages. We will be focussing on French within the classroom. Developing our basic communication and counting in French.

What a Wonderful World.

Geography: We will be using atlas’s, globes, google earth and world maps to identify the positioning of countries around the world, through observations. Within this we will locate world countries and compare how countries are similar and different within the Northern and Southern hemisphere, through research. We will then create our own world, with labels, and present our learning at the end; creating a presentation and script to follow about the structure of the world we live in.