

Literacy

Write setting description based on The Story Machine images
Write Roman-based quest story with focus on story structure and applying learning about character and setting description.
Recount report writing following Romans trip.
Write non-chronological report about animals linked to learning in science
Journalistic writing linked to Boudicca's Rebellion
Handwriting
Grammar, Punctuation and Spelling
Speaking and listening-telling news
Read & enjoy a range of stories linked to topic theme
Regular class story time throughout the term

Mathematics

Key areas of maths will be covered through an investigative approach e.g. mysteries to solve, problems and puzzles, investigative missions (including application of knowledge/skills and reasoning skills)
Place value, reading, writing and rounding number understanding the value of each digit
Developing mental strategies and written methods.
Solving problems involving all four operations
Properties of number (multiples, factors, primes, squares and cube)
Fractions: simplifying, comparing, ordering, adding and subtracting
Topic-specific areas: measure inc. time, data handling.

Science: Evolution, Inheritance, Adaptation & Light to see Things

To describe how living things are classified into broad groups according to common characteristics and based on similarities and differences, including micro-organisms, plants and animals. To give reasons for classification.
To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Children will recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they reflect light (from a light source) into the eye.

Computing

Children develop safe and appropriate use of online technologies, considering what they can use and what information is shared about them. They know the school's eSafety rules and are proactive in encouraging other children to keep safe online.
Children learn to create, format and adapt a Spreadsheet, entering and presenting data. They evaluate their work and compare this method of presenting data with others.
Children learn to use conditional formatting, produce graphs

History

Explore history of St Albans (visit to Cathedral) and local history of South Oxhey/Watford (including Remembrance)
Roman invasion and settlement in Britain & impact of Roman Empire on Britain.
To continue to develop a chronologically secure understanding of British history
To address and devise historical questions about change, cause, consequence, similarity and difference
To select, record and present relevant historical information in a variety of ways
To understand that past is constructed from a range of sources

ROMANS and LOCAL GEOGRAPHY **Year 6**



Spectacular start – Roman trip

Fantastic Finish – exhibition for children to showcase their learning and interactive exhibits for parents

Geography

Exploration of maps on different scales and for different purposes. Latitude and longitude, equator, hemisphere.
Name and locate countries and cities of the UK, recognising geographical regions and physical characteristics and settlement.
Explore local geography, land use, industry and development over time.
Understand geographical similarities and differences of the physical geography of locations in the UK.
Learn to use 8 compass points & 4/6-figure grid references to build knowledge of UK.

<p style="text-align: center;"><u>PE</u></p> <p><u>Invasion Games</u> Focus on hockey and invasion games, learning the skills needed to play as a team member, dribble, pass, tackle, find space, defend, attack and score.</p> <p><u>Dance</u> Dance unit linked to Romans</p> <p><u>Swimming</u> Swimming lessons at local pool</p>	<p style="text-align: center;"><u>Design and Technology</u></p> <p>Cookery – following skills progression as continuation from previous cookery units</p>	<p style="text-align: center;"><u>Art and Design</u></p> <p>Developing the skills for drawing focussing on perspective.</p>	<p style="text-align: center;"><u>P4C</u></p> <p>Discussions linked to conflict between human development and natural environment e.g. in rainforests</p> <p>Discussions around news and events of USA</p> <p>‘Would you rather...?’ questions</p>
<p style="text-align: center;"><u>PSHE</u></p> <p>SEAL: Going for Goals, Good to be me</p> <p>Paired challenges, getting on with others, working together.</p> <p>Social, Emotional and peer relationship education covered through lessons linked to plot of ‘Cloud Busting’ story.</p>	<p style="text-align: center;"><u>MFL</u></p> <p>Respond to simple instructions in the target language and use French classroom language</p> <p>Describe home, rooms, garden etc</p> <p>Area: what there is and is not in the area</p> <p>Places in a Town</p> <p>Opinions, connectives, the negative</p> <p>Present Tense 1st to 3rd person of verbs Habiter and Aimer</p> <p>Language for 2 songs</p>	<p style="text-align: center;"><u>Music</u></p> <p>Perform a song being aware of how different parts fit together.</p> <p>Consider the origins of and describe the effect of a piece of music.</p> <p>Build on our knowledge of musical vocabulary.</p> <p>To learn to sing and play musically with increasing confidence.</p> <p>Play instruments and use voices with increasing accuracy, fluency, control and expression.</p>	<p style="text-align: center;"><u>RE</u></p> <p>Further knowledge and understanding of beliefs and practices of Christians and Buddhists including from stories.</p> <p>What can we learn from religions ideas, beliefs, practices and stories that may be relevant in our own lives?</p>