|  |  |  |  |
| --- | --- | --- | --- |
| EnglishRomeo and Juliet **Key text:** *Shakespeare’s Stories by Leon Garfield and Michael Foreman.** Recording and gathering information about characters- focus on main characters.
* Recording and gathering information about settings- focus on tourist brochure of Verona.
* Learn and recite key parts of the text.
* Look at incidents of conflict between characters.
* Role play as a character and create journal entries (after Romeo’s banishment).
* Write a letter from Romeo to Juliet.
* Explore the deaths of Juliet and Romeo.
* Create a tension graph based on the deaths.
 | MathsArithmetic* Use the four operations mentally and with increasingly larger numbers.
* Using BODMAS to solve problems mentally and with written formal methods.
* Missing number sums.

Geometry and number facts * Recap drawing and measuring angles using a protractor.
* Recap converting between, compare and order fractions, decimals and percentages.
* Find percentages and fractions of amounts, in context.
* Multiply and divide fractions and whole numbers.
* Translation and co-ordinates across 4 quadrants.

Algebra* Use simple formulae
* Express missing number problems algebraically
 | TopicThe Mayan Empire* The location of the countries of Central America
* The location and landscape of the Mayan Empire
* The time period of the Mayan Empire and how this compares to the Anglo-Saxon kingdom of the same period
* Farming and food
* Religion of the Mayans
* Games played by the Mayans
* Learning about a famous Mayan ruler
* Possible reasons for the decline of the Mayan Empire
 | ScienceLight* Recognise that light appears to travel in straight lines
* Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
* Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
* Explain why shadows have the same shape as the objects that cast them
 |
| PEKwik-Cricket* Improve co-ordination and general fitness levels.
* Work co-operatively to achieve a goal.
* Hand/eye co-ordination skills.
* Applying throwing and catching techniques.
* Underarm and overarm bowling technique.
* Implementing strategy and tactics into a game situation.
* Follow the set rules of a game.
 | ComputingE-Safety * The safe use of technology.

Coding 3* Entering code where user input creates mathematical calculators of number, shape and time
* Create a mathematical app using skills learned
* Debug more complex programs
* Using the ‘Scratch’ programme to create more sophisticated code and activities
 | FrenchOn va faire la fete!* Recap buying and paying for items (including numbers).
* Favourite foods and opinions about them.
* Ordering food in a café.

RSHESecondary School Transition/Living in the wider world* How to maintain and build positive friendships and relationships as we move into secondary school
* Addressing concerns about secondary school
* Dealing with peer pressure
* Maintaining a positive self-image
* Transition activities
* Future aspirations

Sex and Relationships Education (SRE)**Please note:** *More information will be shared about this unit of work shortly. You will receive a letter outlining the learning and be invited to meet with a Year 6 teacher to view some of the materials used when teaching SRE.* | RERules and Responsibilities- who decides?* The importance of rules within society and within religions
* Exploring a modern Jewish/Christian creation story and apply its message to our own lives
* Guidelines for living in Islam
* The importance of religious creeds and where else we might find them
* How different world religions apply their beliefs and rules to everyday society
 |