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| English  Romeo 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. | Maths  Arithmetic   * 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 | Topic  The 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 | Science  Light   * 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 |
| PE  Kwik-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. | Computing  E-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 | French  On va faire la fete!   * Recap buying and paying for items (including numbers). * Favourite foods and opinions about them. * Ordering food in a café.   RSHE  Secondary 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.* | RE  Rules 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 |