

English

As readers and writers, we start our term looking at *A Monster Calls*. This book will be used to unpick different features of suspense. These devices will then be used in our own independent writing. Linking to our humanities unit, we will use Greta Thunberg as our inspiration. We will then create persuasive speeches which focus on the theme of climate change. *Read at least five times a week and record this in your Reading Log.*

Maths

As mathematicians, we will be revisiting everything we have learnt so far this year. We will be focusing heavily on fractions, decimals and percentages. We will also go onto ratio and proportion. As revision, we will go into the three measures: mass, capacity and length. We will use different units of measure (metric and imperial). This will build nicely on our knowledge of multiplying and dividing by 10, 100 and 1,000. *Practise long division questions AND review your times tables knowledge.*

Science

As scientists, we will be describing how living things are classified into broad groups according to common observable characteristics. In addition to this, we will be looking at similarities and differences of micro-organisms, plants and animals. We will also give reasons for classifying plants based on specific characteristics. We will examine Carl Linnaeus as a pioneer of classification. *Think about your favourite animals. What is the same? What is different? How would you spot the 'odd one out' in a line-up of different animals? Look at their characteristics.*

R.E

As theologians, we will move our attention to Hinduism. We will look at the question 'How do questions about Brahman and Atman influence the way a Hindu lives?'. Our unit of learning will use a range of stimuli ranging from video clips to stories. *Focusing on Christianity, what teachings from the bible influence the way people live their lives. What comparisons can you make between Hinduism and Christianity?*

Art and Design

As artists, we will focus on understanding narratives and descriptive language in art, exploring meaning behind paintings, and developing personal interpretation and abstract pieces based on renowned artists. This unit will enhance creative expression, analysis and evaluation skills of all pupils. Children will use reading skills to justify their answers and unpick the selected art pieces. *Who is your favourite artist? How would you interpret their art?*

Humanities

As geographers, we will be looking at the impact of climate change on our planet. We will head out into Boxford to undertake a traffic survey and then we will calculate the carbon output of these vehicles. We will interpret our data and present this using appropriate graphs. *Talking point: As a household, how could you reduce your carbon footprint? What are you already doing well?*

P.E

As athletes, we will be promoting a sense of calm during our yoga sessions. We will look at holding various stretches and poses. We will begin our unit by learning the *Sun Salutation*. Outside, we will be moving onto another invasion game: basketball. We will play mini-matches towards the end of the term and apply all of our skills. *Speak with an adult at home and undertake your own yoga session. There are lots of free resources online you can use.*

Music

As musicians, we will continue to work with Ms Blyth. During this term, we will move look further at flat and sharp notes. Children will continue to read music on the stave and we will begin to move away from these being labelled! We will start to prepare for our summer music festivals and build on our three-part harmonies. *What music can you identify on the stave? Do you have any top tips to remember these?*

Year 6

Spring Term 1

Boxford Primary School

Kindness Respect Perseverance

Creativity Positivity

Computing

Linking nicely to our overarching humanities topic, we will be looking at presenting data. We will examine the data collected from our traffic survey and calculate the overall output, the mean average and range. We will present our data in a range of ways.

When would a line graph be most appropriate? When would a bar graph be most useful?

P.S.H.E

During this half-term, we will continue to discuss some very mature topics: Humans rights: identity, society and equality. We will examine the rights of a child, how these are important and look at how far this has come. The UN convention, Rights of Child, will be a good starting point. *What do you think is the most important right for a child? Should children and adults have equal rights?*

French (KS2 only)

As linguists, we move onto our unit *Les transports*. We will learn how to say different modes of transport and link this to our prior learning of places. We will develop our sentence construction further and ensure that verb forms are correct. We'll continue to spot cognates too! *Think about transport you use day-to-day or maybe when you go on holiday. How would these be said in French?*

Subject Vocabulary

English	Maths	Science	P.E	Humanities	Art	P.S.H.E	Music	Computing	French
suspense	divisor	taxonomy	dribble	carbon footprint	media	identity	stave	data	en voiture
empty words	measure	class	assist	greenhouse gases	interpret	Rights of a child	composition	x and y axis	en bus
power of three	unit of measure	classification key	travel	fossil fuel	emotion	society	dynamics	mean average	en avion
emotive language	ratio	biology	salutation	sustainability	abstract	equality	rallentando	range	en bateau
persuasive	proportion	genus	namaste	emission	contemporary	UN convention	allegro	analysis	à pied

HOW CAN I HELP? Activities and discussion points are written in red at the bottom of each section