



Spring 1 in Year 6!



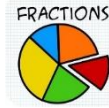
English

In English this half term, we are going to be creating a Holiday Brochure for either Cape Town, Paris or Florida. We will also be writing about the life of a plastic bag with a look at climate change.



Maths

In Maths this half term, we will be continue looking at fractions before moving onto decimals and percentages. We will be focusing on solving problems using these concepts.



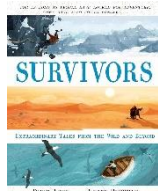
Science

In Science this half term, we will be classifying living things. We will learn about microorganisms and plants as well as how to classify them.



Guided Reading

In Guided Reading this half term, we are using the text Survivors. All of our reading sessions will focus on a key reading skill: retrieval, inference, vocabulary, predicting or summarising.



History

This half term, we are will be learning about the Maya. We will explore a range of sources to make deductions about the past, the values of the Maya Civilisation, hierarchy, comparison to England at the same time and the factors that led to the demise of Ancient Maya.



Geography

This half term, we are learning about North America. We will explore key human and physical characteristics of North America including the factors that affect population distribution.



Computing

In this unit, we will be learning how to use an online document and its formatting and editing functions to create our own script.



RE

This half term, the children are learning about the concept of peace with Christianity and Islam.



Music

The children will be learning about Protest Songs. The children will look at the lyrics of some protest songs before composing and performing their own.



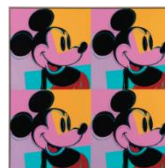
French

This half term, the children will revise the French we have learnt previously and consider how we can use this to write about ourselves in a letter to a French pen pal.



Art

This half term, the children will be learning about American Artists. The children will use bold lines and colours of Pop Art looking a artists Keith Haring, Andy Warhol, Alma Thomas and Roy Lichtenstein.



PSHE

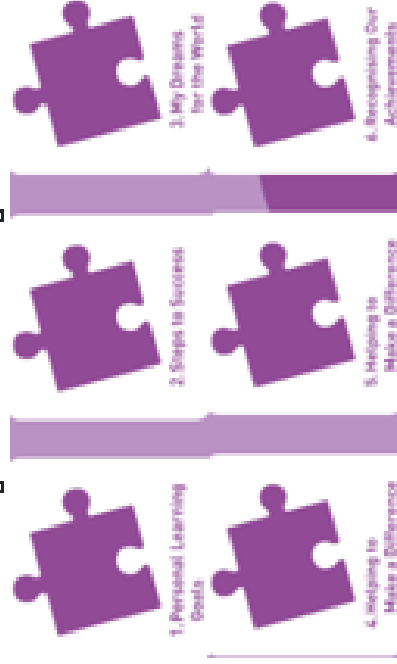
This half term's unit is Dreams and Goals. Children will look at goals they want to achieve and the steps needed them. We will also look at ways that we can work together to make the world a better place.





Puzzle Three – Dreams and Goals

Spring 1: Aspirations, how to achieve goals and understanding the emotions that go with this'



Content Overview:

Personal learning goals, in and out of school
 Success criteria
 Emotions in success
 Making a difference in the world
 Motivation
 Recognising achievements
 Compliments

Vocabulary

Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

Song: 'For Me'

Puzzle Outcome: Our Garden of Dreams & Goals

DFE Statutory Relationships & Health Education Guidance.

(R1.2) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
 (R1.3) practical steps they can take in a range of different contexts to improve or support respectful relationships
 (R1.5) the importance of self-respect and how this links to their own happiness
 (R1.6) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
 (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
 (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support