

**English:**

**Macbeth—Older Literature**

The children will be studying Macbeth through the original text, a classic text retold and video clips. They will be getting to grips with the archaic language, the many features of the characters and overall theme of the text. This will lead to the children writing an additional scene using the same Shakespearean style.

**Information Hybrid-Texts**

The children will look at a variety of information/persuasive/non-fiction texts, draw comparison and find features. Leading to writing an information text containing a mixture of non-fiction text types and forms, e.g. a speech containing elements of persuasion, recount and report.

**Poems with Imagery**

Learn poems by heart, to read aloud and perform using a variety of poetic techniques. Discuss and evaluate how poets use language including figurative language, considering the impact on the reader. Explore, recognise and use the terms personification and effect. To produce interesting and engaging poem(s) which use powerful imagery.

**Computing:**

Programming A- Variables in a Game

This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.

Geography - The Alps

**What is Life like in the Alps**

Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.

**Spellings: Will be given on a Monday with spellings homework. The test will be on a Friday.**

**Homework: Friday: Due Tuesday**

**Please Make sure you have P.E kit in school on Mondays and Fridays.**

**Boys bring Swimming kits on a Friday.**

**Remember to keep reading at home.**

**Maths:**

**Measurements**

In this chapter, the focus is on converting units of measurement using fractions and decimals. Pupils begin by converting units of length and distance followed by exploring units of mass, volume and time. While most of the chapter considers metric conversions, time is challenging as it does not follow multiples of 10, 100 or 1000.

**Word Problems**

In this chapter, pupils solve complex word problems using the four operations and bar model diagrams. To start the unit, pupils learn that making bar models of the same size can be helpful, but that one must remember to change the information in the problem to match. The second lesson reinforces the idea that models of the same size can make solving word problems more simple. In the third lesson, pupils find common representations in each diagram and add or subtract time to solve for a unit's value. The fourth lesson is slightly different in that a traditional bar model will not be helpful.

**Percentages**

In this chapter, pupils will be exploring how to calculate percentage of numbers and quantities. They will be learning about how to solve for percentage change and use percentage to compare amounts. In the first lesson, pupils will be finding the percentage of a whole number. This will involve both division and multiplication skills. They will then move on to finding the percentage of a quantity, measured in amounts such as litres and millilitres. In the third lesson, pupils will be looking at difference and percentage change before finally moving on to using percentage as a way to compare numbers and amounts.

**Year 6  
Spring 1  
"Heroes and Villains"**

**Music: Ukulele**

The children will be taught by a specialised music teacher who will teach them how to play the ukulele and how to read music and rhythm.

**Design and Technology**

**Come Dine with Me**

Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.

**PE:**

The children will practise different kinds of athletic activities on a Monday with BFC. The boys will then learn invasion game skills on a Friday and the girls will go swimming with Mrs Thomas.

We will also be completing the daily mile every day.

**French: All in a day:**

Children should be able to:

say and write a sentence to tell the time (o'clock and half past); understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir; tell the time in 24-hour time - o'clock and half past; read and interpret timetables in 24-hour times - o'clock and half past.

**Science: Animals, Health and Exercise**

Explore the structure of the heart & lungs. The double circulation through the lungs & the rest of the body is explained & children learn more about blood! How does exercise affect pulse rate? To conduct a practical fair test and how to record and plot results for these. To develop scientific thinking using hypothesis and predictions. Why is exercise good for us & what can harm the heart & lungs? What substances are harmful to our body. What can help our body stay healthy. Creating information posters.

**RE: Judaism**

The children will be studying Judaism, artefacts, special texts and their fundamental principles.

**PSHE- Keeping Myself Safe**

What to share online and how to keep yourself safe on line.