

## ENGLISH & LANGUAGE

**ENGLISH:** In 'The Tempest', (one of Shakespeare's last plays) magical creatures, an exotic desert island, dashes of mystery, comedy and romance combine to make this an exciting option for us to study. Our text is the Oxford School Shakespeare's edition of 'The Tempest'. We will navigate the play using a range of resources including drama workshop activities from the Royal Shakespeare Company and animated clips from the BBC. We aim for the children to become familiar with the structure of a Shakespearean play and the techniques used by the bard, including blank and free verse.

The children will be using improvisation in drama sessions as well as developing their writing skills as we use the characters and setting as stimuli. The children will continue to develop their inference and deduction skills answering reading comprehension questions, through weekly tasks.

**SPANISH:** The class continue learning Spanish basics through mainly oral work.

## MATHEMATICS

Curriculum prioritisation sessions will happen once a week: this is to revise and further extend key Year 6 topics which the children need a thorough understanding of before transferring to secondary school.

Alongside this, we will continue with Power Maths. Topics for the Summer Term include: Geometry, Problem Solving and Statistics.

It is important children continue with Mathletics and their CGP homework books to consolidate their knowledge and skills.

## RELIGIOUS EDUCATION

This term we will consider the question: 'Can we know what God is like?' linking this to personal beliefs and encouraging respect for a range of other interpretations. We will discuss and compare Muslim, Sikh and Christian views as well as learning about the ancient Mayan Civilization's multiple gods.

After half term, we will be learning from the Gospels in a unit called *What Would Jesus Do?*

# Bienvenido a Mexico!

## Summer Term 2021 - Year 6



## UNDERSTANDING THE ARTS

**PERFORMING ARTS:** We are preparing to present an outdoor end-of-year production of 'The Tempest' with Y5 and Y6 cast members.

**MUSIC:** As we come to the end of the year, we will be consolidating our learning. This term is focused on revisiting some of the songs and musical activities we have encountered this year as well as listening to and appraising a range of classical music from the past 800 years.

## PHYSICAL DEVELOPMENT, HEALTH & WELLBEING

**P.E:** On Thursday afternoons we will be participating in tennis and racket-based activities, initially focusing on fundamental movement skills of agility, balance and coordination, in small-sided games; we will then link movements into sequences and apply them in a range of collaborative learning opportunities; finally, we will learn to apply tactics, aim to understand scoring and officiating, both in personal challenges and competitive games. On Fridays, Adam will be coaching cricket and athletics.

**PSHE:** In our Drug and Alcohol Education, we will explore why people take drugs, and how opinions and decisions are influenced by mixed messages in the media. In other sessions, children will learn how to take care of their mental health and learn that FGM is illegal and a crime in this country. Focusing on our Relationships and Sex Education, we will examine different types of loving relationships; discuss forced marriages; establish how babies are made; and learn about the changes we experience in puberty. We will complete the Summer Term with focused sessions on transitioning to secondary school.

## SCIENTIFIC & TECHNOLOGICAL UNDERSTANDING

**SCIENCE:** Due to the first lockdown, the current Y6 missed the Y5 topic: *Animals Including Humans*. We will look at gestation periods for a range of animals; create a scientific diagram for foetal development; explore the key physical and emotional changes during puberty; and explore physical and mental changes as humans age. In the latter half of the Summer Term, we will continue studying this topic but focus on: the circulatory system, describing the functions of the heart, blood vessels and blood; the impact of diet, exercise, drugs and lifestyle on the way bodies function; describing the ways in which nutrients and water are transported within animals, including humans.

**DESIGN TECHNOLOGY:** This term children will be designing framed structures that could withstand a tempest. The class will build simple 3-D frames whilst applying understanding and skill to carry out accurate measuring, and reason why certain materials are best to use. They will also explore the importance of triangulation to strengthen structures.

**COMPUTING:** In the second part of the Bletchley Park series, the children will write, record and edit radio plays set during WWII, look back in time at how computers have evolved from being larger than a room to fitting in the palm of your hand, and design a computer of the future.

## HISTORICAL & GEOGRAPHICAL UNDERSTANDING

**HISTORY:** We will be learning about the Mayan people, using different sources of evidence and establishing a chronological context as we take into account their existence from ancient times to modern day. We will research their way of life, including: childhood, food, farming, clothes, number and writing systems, and their religious beliefs.

**GEOGRAPHY:** We will explore Mesoamerica's physical and human geography. For human geography, we will focus on types of settlement and economic activity including trade links. For physical geography, we will identify names of countries in North and South America, focusing on Central America and Mexico; the children will learn Mexico is divided into states. We will examine the distribution of natural resources in the Mayan world and how physical geography affected the trade routes. Finally, we will study how Mexico today is changing and why.