

Music and Technology

How Does Music Bring Us Together?

Pupils who are secure will be able to:

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition,
- Organising and manipulating ideas within musical structures and reproducing sounds from aural memory.



Physical Education: Swimming and water safety

Tuesday is our P.E. Day. One session will be **swimming** each week.

Pupils should be taught to:

- ◆ swim competently, confidently and proficiently over a distance of at least 25 metres
- ◆ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ◆ perform safe self-rescue in different water-based situations



Homework

Accelerated Reader:

Read at home daily, your children will be quizzed on their book at school. Reading book and record must be in school everyday, this will allow your child to progress through the program reaching a higher level of comprehension.

<https://www.arbookfind.co.uk/default.aspx>



TT Rockstars:

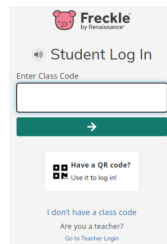
Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables like a rock star! This question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed.

<https://trockstars.com>

Freckle Mathematics:

Freckle continuously adapts for pupil practice in maths while offering us the ability to focus practice on specific maths objectives aligned to the National Curriculum.

<https://student.freckle.com>



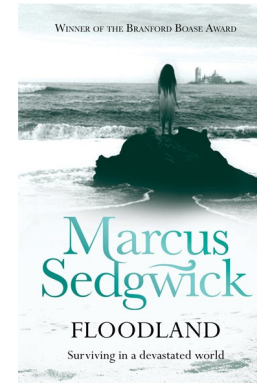
Term 2 / Year 6

Year 6 - Giraffes and Orcas

Miss Wood, Mr. Atkinson & Miss Meade

Floodland

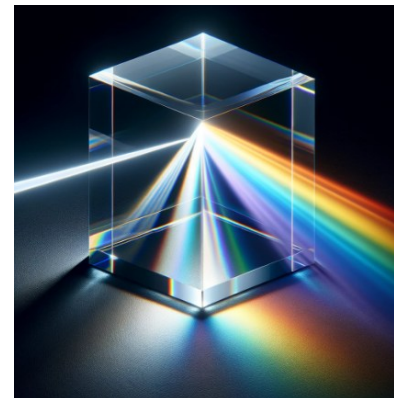
by Marcus Sedgwick



R.E. What would Jesus Do?



Science - Physic: Light



Geography: Biomes



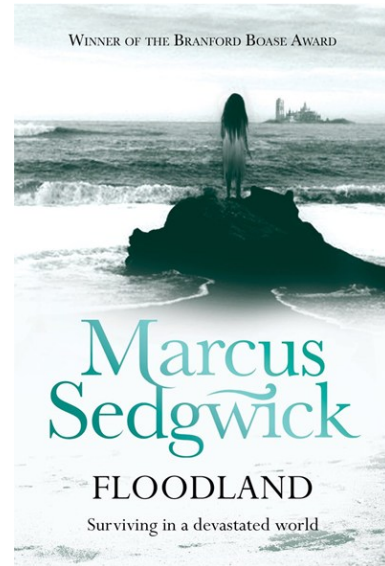
Book Study: The Arrival

English: Reading Comprehension skills

- 2a Give or explain the meaning of words in context.
- 2b Retrieve and record information or identify key details from fiction and non-fiction.
- 2c Summarise main ideas from more than one paragraph.
- 2d Make inferences from the text or explain and justify inferences with evidence from the text.
- 2e Predict what might happen from details stated and implied.
- 2f Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.
- 2g Identify and / or explain how meaning is enhanced through choice of words and phrases.
- 2h Make comparisons within the text.

Writing outcomes:

- ♦ Journey tales
- ♦ Short story



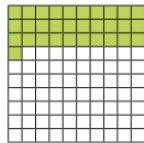
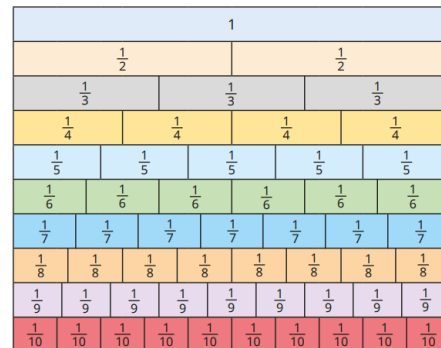
Mathematics

This term we are focusing on fractions, decimals and percentages:

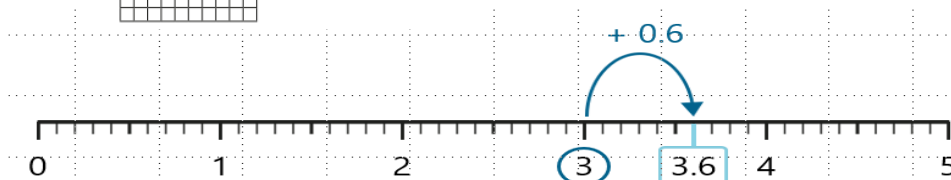
- ♦ Equivalent fractions and simplifying
- ♦ Equivalent fractions on a number line
- ♦ Compare and order fractions
- ♦ Add and subtract any two fractions
- ♦ Add & Subtract mixed numbers
- ♦ Represent hundredths as a decimal fraction
- ♦ Compare and order decimal numbers
- ♦ Convert between metric units of length
- ♦ Calculate percentages of an amount.

$$\frac{8}{12} = \frac{4}{6} = \frac{2}{3}$$

Diagram showing the simplification of 8/12 to 2/3 by dividing numerator and denominator by 2, 4, and 6.



$$\frac{31}{100} = 31\%$$



Science - Physics: Light

Proving that light travels in a straight line, the children explain observations of reflection and shadows, how our eyes allow us to see, how mirrors can be used in various ways and investigate factors affecting the size of shadows and the laws of reflection.

When working scientifically, pupils who are secure will be able to:

- ♦ Make observations about the properties of light and use these observations as evidence to support conclusions about light.
- ♦ Draw ray diagrams.
- ♦ Pose testable questions in response to observations.
- ♦ Record my measurements as a line graph and make predictions about missing values.
- ♦ Recall various jobs or inventions that use mirrors and reflection.



R.E. What would Jesus Do?

Making sense of the text:

- ♦ Identify features of Gospel texts (for example, teachings, parable, narrative).
- ♦ Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Understanding the impact:

- ♦ Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

Making connections:

- ♦ Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.



Wider Curriculum: Geography

Pupils who are secure will be able to:

- ♦ Investigate advanced climate zones and biome distribution.
- ♦ Evaluate the impact of human activity on the Amazon rainforest.
- ♦ Investigate the effects of climate change on polar ice biomes.
- ♦ Explore how people adapt to living in different biomes.
- ♦ Fieldwork – Mapping local biomes and land use.
- ♦ Evaluate strategies for protecting and managing biomes sustainably.

The Carbon Cycle

