

## English

Our key text for this term is 'Beowulf' by Michael Morpurgo.

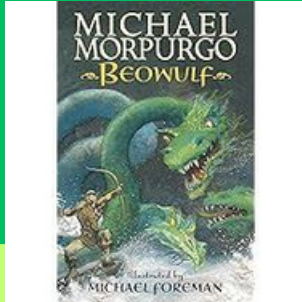
Year 6 will be working on the following objectives this term:

Correct your own spelling and punctuation errors.

Use a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).

NF: To inform (Journalistic writing –blog, newsletter, news article)

F: Suspense



## Maths

Numbers up to 10,000,000

- Recognise patterns and powers of 10
- Compose, decompose, read, and compare large numbers
- Add and subtract numbers, mentally and in columns, including across millions
- Round and estimate numbers efficiently
- Choose the most effective strategy for calculations

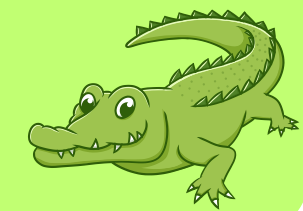
Draw, Compose, and Decompose Shapes

- Draw and identify 2D and 3D shapes
- Compose and decompose shapes while preserving area
- Rearrange parts of shapes to explore relationships (e.g., triangles → parallelograms)
- Compare area and perimeter of different shapes
- Reason about measurements using side lengths, area, and perimeter



## Science

1. What do we all need to survive?
2. How can we group organisms?
3. How can animals be classified?
4. How can plants be grouped and classified?
5. What are microorganisms?
6. Who was Carl Linnaeus?



## RE

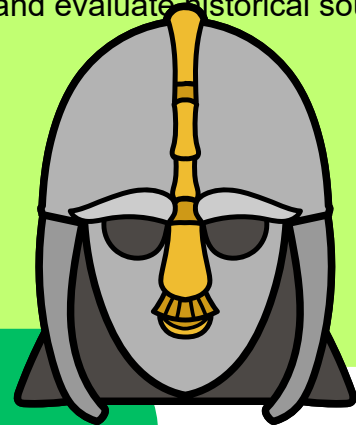
- Recap and define the Nativity story
- Identify key people involved in the story
- Understand why Jesus' birth is important to Christians
- Reflect personally on the meaning of Christmas
- Connect the story to beliefs, traditions, and personal experiences



## History

Anglo-Saxons.

- Understand who the Anglo-Saxons, Scots, and Vikings were, and when they came to Britain
- Compare Anglo-Saxon settlements with modern towns and villages
- Explore what archaeology (e.g., Sutton Hoo) tells us about Anglo-Saxon life
- Learn about Anglo-Saxon beliefs and the impact of Christianity
- Recognise the significance of key figures, like King Alfred, and evaluate historical sources



## Computing

Creating Media – Webpage Creation

- Design and plan webpages considering purpose, layout, and navigation
- Understand that websites use different types of media and are written in HTML
- Use copyright-free images and explain why they are important
- Evaluate webpages on different devices and suggest improvements
- Assess user experience and navigation paths to improve accessibility

## Art and DT

Anglo-Saxon Art

- Record and annotate ideas in sketchbooks to develop and plan artwork
- Explore patterns, motifs, and textures through observation and mark-making
- Design and create 2D and 3D Anglo-Saxon inspired pieces (pages, crosses, jewellery)
- Use different media confidently, experimenting with techniques like shading, hatching, and clay work
- Evaluate own and others' work to set goals and improve artistic skills

## PE

Gymnastics

- Develop flexibility, strength, balance, and control in movements
- Perform and link basic gymnastic actions with confidence
- Explore different types of jumps, rolls, and balances
- Create and perform sequences individually and in groups
- Evaluate own and others' performances to improve technique



## Languages

French

To use the correct French greeting for the time of day.

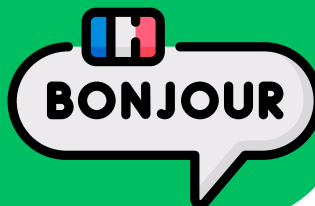
To ask and answer a question about feelings in French.

To recall and use numbers 1 to 31 in French.

To say the days of the week in French.

To build numbers and prices confidently in French.

To name different foods in French and notice patterns in sounds.



## RSHE

- Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage.
- Safe relationships: Recognising and managing pressure; consent in different situations.
- Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues.



## Music

- Name three key features of blues music
- Play a selection of blues scale notes out of order in their own improvisation
- Play complicated rhythms in time and with rests
- Create an eight beat break and play this in the correct place

