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| **STOCKHAM _CRESTYear 6 Term 3 Topic/Subject:**  The Power of People  Term 3    **Breadth:** | | | | |
| **As writers:**  **Letters**  **Stories of mystery and suspense**  **Poetry**  Identify and discuss themes and conventions in and across a wide range of writing.  Create vivid images  Use a range of sentence types  Use a range of punctuation accurately.  **Texts:**  **Class reader:** The boy at the back of the class.  **Poetry:** The river.  **Narrative:** Alma (media). A story like the wind. | | **Being physically active:**  **Dance**  Combine movements effectively  Perform complex moves with purpose  Express an idea in original and imaginative ways  Perform and create complex sequences  **Gymnastics**  Create complicated and well executed sequences.  Hold shapes that are strong, fluent and expressive.  Vary speed, level, direction and bpdy rotation during floor performances.  Demonstrate good kinaesthetic awareness.  Use equipment to vault and swing (remaining upright)  **Our PE days are:** Monday and Tuesday. | **As design technologists:**  Gain practical experience to reinforce their learning around forces and electricity.  Develop problem-solving, team working and presentation skills. Discover how STEM can help solve global issues and achieve the UN Global Goals.  Engage in scientific enquiries that explore the impact and efficiency of recycling.  Learn about the impact of plastic waste in the UK and globally.  Investigate how bioplastics are made.  Design and make a marketable product from waste plastic. | **As scientists:**  Construct simple series circuits to answer questions about what happens when different components are used.  Represent a simple circuit in a diagram using recognised symbols.  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  Compare and give reasons for variations in how components function including bulb brightness, buzzer loudness and switch positions.  Explore the effect of voltage in cells and the resistance and conductivity of materials. |
| **As readers:**  Understand and explore the meaning of words in context.  Ask questions to improve understanding  Draw inferences.  Make predictions from what is stated and implied.  Summarise ideas.  Justify ideas  Participate in book talk.  Discuss and evaluate how writers use language, considering the impact on the reader.  **Texts:** The island.  Voices in the park. | | **As Mathematicians:**  Statistics  Measurement  Geometry: Properties of shapes. | **As linguists (French):**  Clothing Family Jobs Homes  Read everyday words and phrases  Write, copy and label everyday words correctly.  Answer simple questions to give information and talk about interests.  Take part in discussions.  Demonstrate a growing number of vocabulary. | A**s citizens (PSHCE):**  I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)  I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these  I can identify problems in the world that concern me and talk to other people about them  I can work with other people to help make the world a better place  I can describe some ways in which I can work with other people to help make the world a better place  I know what some people in my class like or admire about me and can accept their praise |
| **As computer Experts:**  understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | | **As Geographers:**  Describe how areas around the world are changing and give reasons for the change.  Describe and understand key aspects of human geography: economic activity, trade links including energy, food, minerals and water supplies.  Describe how countries and geographical regions are interconnected and interdependent.  Describe geographical diversity across the world.  Understand some of the reasons for geographical similarities and differences between countries. | **Religious Education:**  Study the beliefs and festivals of Christianity.  Explore why people choose to believe in God.  Describe my own beliefs and understanding, values and commitments. | **As musicians:**  **Vivaldi: Winter (four seasons)**  Listen with attention to detail, appreciate a wide range of music. |
| **Key Vocabulary:** | Refugee, civil war, displacement, migration, endorsement, proverb, destroy, destruction, eradicate, annihilate, coltish, rising wind, rising sea, oxymoron, stride, gallop, pick, pace, flared, streaming, flowed, thundering, hide, taut, bow, allegory, allegorical, trade, import, export, product, raw materials, supplier, manufacturer, distributer, retailer, consumer, plantation, bank, manufactured, company, profit.  Circuit, component, battery, cell, voltage. | | | |

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| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| How is my life connected to others around the world?  Where do some products I use come from?  How can I have a positive impact on the lives of others?  Why do I hear the term refugee on the news? | Understanding the term ‘trade’ and ‘trade links’  Understanding how the UK is interconnected to the rest of the world.  Understand how areas of the world are changing and give reasons for the change.  Understand how my life is both similar and difference to others. | Knowledge of the STEM fields.  Knowledge of how to have a positive impact on my community both now and in the future.  Knowing I have the power to make a positive difference.  Examples of children and adults who are successfully making a difference on their communities now (Malala, Solbazar – Earth shot runner up.  Letter writing to an MP – recognising the power of a voice. |

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| **Home learning:** | Maths Questions once weekly.  Reading for raffle prizes – 3 times a week minimum  Spellings homework  Homework choice grid 0 a minimum of 3 over the Term. |