



#### Writing Outcome 1:

Children create their own retelling of the story, but from a different narrative view point

#### **Purpose:**



To entertain



To be successful, children will need to include the following in their work:

- Speech which shows characterisation and advances the action
- Setting and character description to create atmosphere
- Expanded noun phrases
- Subordinating and coordinating conjunctions

#### Writing Outcome: 2:

Children create their own suspense story after reading a series of short stories.

#### **Purpose:**



To entertain

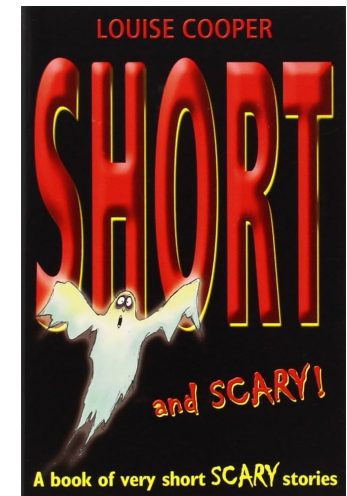
To be successful, children will need to include the following in their work:

- Speech which shows characterisation and advances the action
- Setting and character description to create atmosphere
- Figurative language
- Use the full range of year 6 punctuation



#### Key Text:

**Alma (a short film) - scan the QR code on the left)**



At home you could support your child by viewing these lessons which would help them to achieve the writing outcomes.



BBC Bitesize: How to use a semi colon



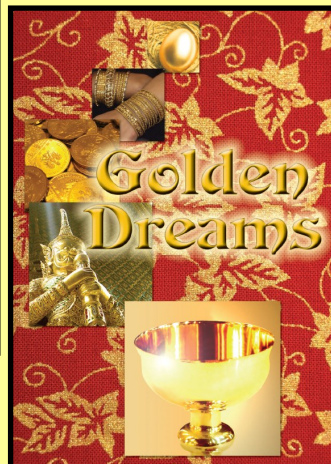
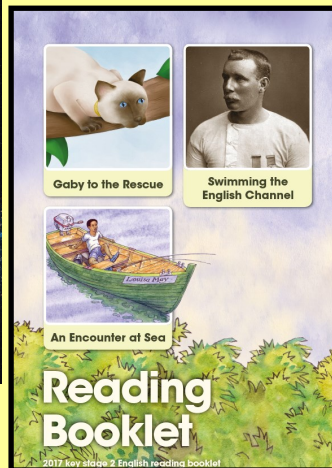
BBC Bitesize—Using similes and metaphors



In English lessons and through story time sessions, children will continue to read a range of short stories with a theme of suspense. In their Opening Worlds geography lessons, they will encounter non-fiction texts.



In guided reading sessions, children will unpick past SATs papers. They will explore the different texts types as well as being taught how to answer specific questions.



### 2b - Retrieve



Retrieve and record information / identify key details from fiction and non-fiction

•I can find answers in the text. These may be answers to: who, what, where, when, or why?

Find identify skim  
Scan copy

### 2d - Infer



Make inferences from the text / explain and justify inferences with evidence from the text.

•I can use clues in the text and read between the lines.  
•I understand what the text 'suggests' but does not directly say and can explain it with evidence.

Deduce figure out interpret

### 2e - Predict



Predict what might happen from details stated and implied.

•I can use clues in the text as well as the text explicitly to predict what might happen.

Conclude anticipate foresee  
Forecast figure out

At home you could support your child by viewing this resource which would help them to achieve the reading outcomes.



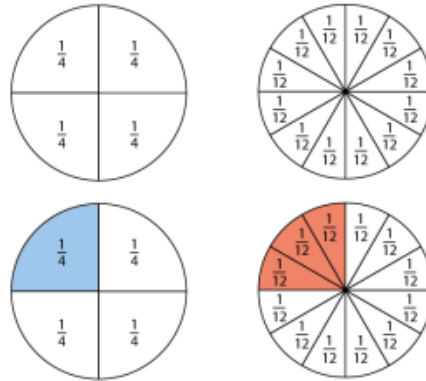
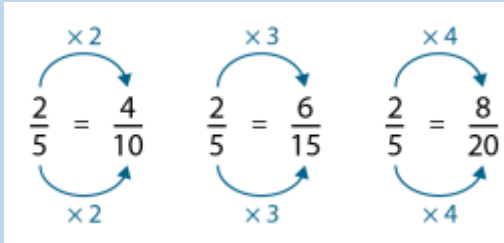
BBC Bitesize: What is inference?

Ensure that your child is reading every night and that you listen to them read at least 3 times a week.



#### Fractions, decimals and percentages

Children will be taught to find equivalent fractions.



$$\frac{1}{4} = \frac{3}{12}$$

They will then add and subtract fractions by finding the common denominator.

Afterwards, they will multiply fractions and divide fractions by whole numbers.

$$\frac{1}{2} \text{ of } \frac{1}{4} = \frac{1}{8}$$

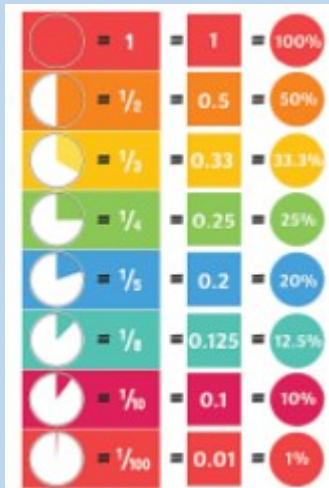
$$\frac{1}{3} \div 5 = \frac{1}{15} \rightarrow \frac{1}{3} \times \frac{1}{5} = \frac{1}{15}$$

$$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$$

and

$$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$$

Children will then learn how to find percentages of amounts as well as knowing common fraction, decimal and percentage equivalents.



#### Key Vocabulary:

Equivalent	common denominator
Simplify	simplest form
Per cent (%)	mixed number
Improper fraction	convert

At home you could support your child by viewing these lessons which would help them to achieve the maths outcomes.



BBC Bitesize: Adding and subtracting fractions



Oak Academy: Understanding percentages



### Animals and habitats: Classification

Children will learn about the six kingdoms of life and will focus on how living things can be classified into these groups.

They will explore the 5 divisions of plants and then will revise how animals can be grouped into vertebrates and invertebrates.

Children will also learn about Carl Linnaeus who devised the classification system. Another significant person was Graman Kwasi who created medicines to cure people and whom Linnaeus named a small tree, *Quassia amara*, after.



Finally, children will learn about the remaining four kingdoms which are collectively known as micro-organisms. They will focus on bacteria, protista and fungi.



### Key Vocabulary

- characteristic
- classification
- species
- invertebrate
- vertebrate
- variables
- prediction
- conclusions



At home you could support your child by viewing these lessons which would help them to achieve the science outcomes.



BBC Bitesize: Classifying animals



Oak Academy: Micro-organisms are living things.



## Geography



In this topic, children will learn about the following areas:

- Where is Birmingham?
- How has it changed in the past?
- Growth and development of the city, industry, migration, deindustrialisation, redevelopment
- How is it changing now? Links to UN sustainable development goals, climate change
- What might Birmingham be like in the future?

### **Key vocabulary:**

Poverty, construction, industrialisation, profitable, filigree, narrowboat, back-to-back houses, deteriorated, heritage, acquaintances, renovated, hospitality, resilience, district, host city, informed, resilience

## History



### Local History Study

Children will learn all about Handsworth Wood. They will cover the following topics:

- What can primary sources tell us about the history of our school?
- What is the history of Handsworth Wood?
- What can we learn about the local area with the use of historical maps?
- What was the impact of the Industrial Revolution in Handsworth?
- How can historical skills help us to research individual who lived in our local area?

## Religious Education

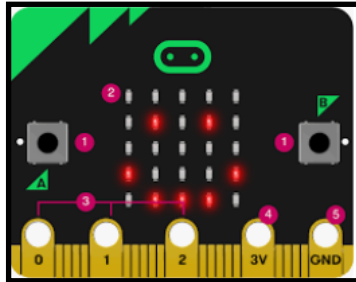
Big question: How does visiting a Gurdwara help us understand Sikh beliefs and values in action?

In this unit, pupils deepen their understanding of Sikh beliefs by exploring how these beliefs are expressed in the Gurdwara. Building on prior learning about the teachings of the Gurus and Sikh traditions, pupils prepare for and take part in a visit to a local Gurdwara, where they observe how worship, equality, community, and service are lived out in practice. After the visit, pupils reflect on their experiences and compare the Gurdwara with the mosque they visited in Year 5, considering how different religious communities express shared values through their places of worship. The unit supports pupils in making connections between belief, practice, and lived religion.

For more information on these topics, view the knowledge organisers which are uploaded to your child's Google Classroom page.



## Computing



### Sensing

This unit applies previous programming units: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables in year 6. It offers children the opportunity to use all of these skills in a different, but still familiar environment, while also utilising a physical device — the micro:bit.

#### Key vocabulary:

Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value

## DT



### Painting and Mixed Media: Artist

#### Study

Children will explore the work of a range of artists including Hockney, Rego, Sargent, Rae and Himid. They will then use a systematic approach to research, test and develop their ideas and plans, combining materials and techniques to fit with ideas.

#### Key vocabulary:

abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking

## PE



### Adapt/Change activities

In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and healthy competition. They will change tactics, rules or tasks to make activities more fun or more challenging.

#### Fundamental Movement Skills



Static Balance  
Seated Balance



Static Balance  
Floor Work



## Music



### You've Got A Friend

The theme of this unit is 'The music of Carole King'. You've Got A Friend was a song written by Carole King in 1971. In the 1960s, Carole King was employed to write pop songs for artists to perform. Children will listen to 5 other songs written by Carole King: The Loco-Motion sung by Little Eva, One Fine Day sung by The Chiffons, Up On The Roof sung by The Drifters, Will You Still Love Me Tomorrow and (You Make Me Feel Like) A Natural Woman sung by Carole King.

#### **Key Vocabulary:**

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

## PSHE

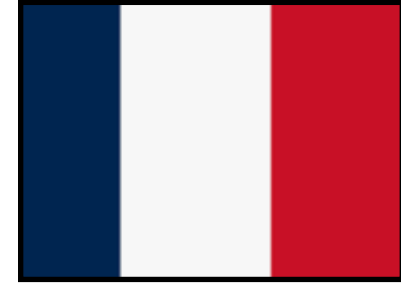


This module is focused on teaching children the importance of being able to relate to and get along with others in order to have positive relationships. It uses Character Strengths to illustrate the need to be able to see other perspectives in order to build relationships. Through lots of examples and discussion, the will children learn about two key skills that will serve them well in relationship building: Active Listening and Stop, Understand and Consider.

#### **Key Vocabulary:**

Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine

## MFL



In this half term, children will learn the following in their French lessons and build upon skills learnt previously taught. They will focus on What I and others do: singular regular -er verbs

- Story: Lulu, la tortue
- Packing a bag: singular 'avoir'
- -er infinitive verbs
- translating -er infinitive verbs into English
- -er verbs 'I' and 'you'