

<p>English</p> <p>Summer 1</p> <p>Text: <i>Fantastic Beasts and Where to find them</i> - JK Rowling Outcome 1: Non-chronological report about mythical creature Outcome 2: Witness report Outcome 3: Jewellery shop narrative Speaking and Listening Outcome: Perform Witness Report</p> <p>Summer 2</p> <p>Text: <i>Replay (animation)</i> Outcome 1: Setting Description Outcome 2: Narrative including a flashback to before the catastrophe Speaking and Listening Outcome: Read narratives to families</p> <p>Learning Journey 2 - Tales from Outer Suburbia by Shaun Tan Outcome 1: Persuasive Letter Outcome 2: Narrative Speaking and Listening Outcome: Reciprocal Reading Strategies</p>	<p>Maths</p> <ul style="list-style-type: none"> Solving problems with two unknowns Revision of whole curriculum Real-life projects <p>PE</p> <p>Summer 1</p> <ul style="list-style-type: none"> Athletics <p>Summer 2</p> <ul style="list-style-type: none"> Net/wall games Strike/field games Invasion games Swimming 	<p>Science - Sound</p> <p>Knowledge Block 1: How is sound produced?</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Sounds can be produced in a variety of ways. Sounds have the properties of pitch and volume. When a sound is produced it spreads out from its source in all directions <p>Knowledge Block 2: How sound is made and travels.</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Sound is caused by vibration (objects move rapidly back and forth or up and down) When objects vibrate it makes the objects in contact with it also vibrate. This includes the air. The vibration travels through the air and makes other objects it is in contact with vibrate including your ear drum. <p>Knowledge Block 3: Pitch and Volume Changes</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Pitch and volume are caused by how the material vibrates The pitch of a sound is caused by how fast an object vibrates. This is called the frequency of vibration. Higher the frequency, higher the pitch Smaller objects or tighter strings tend to vibrate with a higher frequency The volume of sound is caused by how big each vibration is. This is called the amplitude of vibration. The bigger the amplitude the higher the volume. Sounds get fainter as the distance from the sound source increases. 		
<p>Art - Andy Warhol inspired Pop Art</p> <p>Creating Pop Art inspired portraits using paint and silk screen prints.</p> <p>Artist Links: Andy Warhol Skills: Colour, form, pattern and printing</p>	<p>R.E.</p> <p>Summer 1 Concept: Growth and Change Context: <i>How do we grow and mature spiritually?</i></p> <p>Summer 2 Concept: Gospel Context: <i>What would Jesus do?</i></p>			
<p>DT - Fairground rides</p> <p>Generate: Generate ideas and recognise that designs have to meet a range of different needs. Design: Make realistic plans to achieve aims.</p> <ul style="list-style-type: none"> Think ahead about the order of work; choose appropriate tools, equipment, materials, components and techniques. Clarify ideas using labelled sketches and models to communicate details of the design. <p>Make: Make a product that uses both electrical and mechanical components.</p> <ul style="list-style-type: none"> Apply mechanisms to create movement. Use simple circuits to illuminate. Combine a number of components well in my product. Apply texture or design to the product. Ensure the product is finished well. Shape the product carefully using appropriate techniques and tools. <p>Evaluate:</p> <ul style="list-style-type: none"> Reflect on work in relation to intended use and identify improvements needed. Evaluate products and suggest improvements. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products (For example circuits incorporating bulbs) 		<p>Year 6</p> <p>Summer Term - Who's got the power?</p> <p>Visit: Winchester Cathedral</p>		<p>History Ancient Greece, Greek Legacy Enquiry</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
		<p>PSHE (Jigsaw)</p> <p>Summer 1 Relationships</p> <p>Summer 2 Changing Me</p>	<p>Computing</p> <p>Summer 1 Internet Safety, Link to Jigsaw Unit on Relationships, Pieces 4-6.</p> <p>Summer 2 Information Technology - Using iMovie to Vlog about the school play.</p>	<p>Music - Rhythm and Aural Games</p> <p>Film Music Listening: John Williams: Schindler's List, Star Wars, Jaws, Indiana Jones Henry Mancini - The Pink Panther John Barry - Out of Africa Ennio Morricone - Gabriel's Oboe Composition - small group choice of composing a piece of film music for 1 Adventure - fast rhythmic 2 Horror - use of dynamics 3 Love - slow, melodic</p> <p>Year 6 production</p>