

*As writers* we will continue to have opportunities to make links across whole texts we write. Becoming increasingly more independent, more onus will be on us to check our work carefully for basic skills secured earlier in the year - teachers' marking will further adapt to support us to be independent in our editing and improving. Thinking more carefully about the structure and features of language, we will continue to show a greater awareness of purpose and audience across a further range of fiction and non-fiction text types. Our work will follow a carefully planned sequence, developing knowledge of genre, required punctuation and grammatical features appropriate to text type, through opportunities to explore 'WAGOLLS' (what a good one looks like) application in short-burst writes, before planning, editing and drafting as the sequence requires.

*In RE* we will study the question 'Does belief in Akhirah (life after death) help Muslims lead good lives?'. We will then compare the Christian and Islam beliefs about life after death.

*As mathematicians* we will solve problems including fractions, decimals and percentages and convert between the three. We will identify, measure and draw angles in degrees- in Year 6 we will find unknown angles in shapes. We will use, read, write, and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger and vice versa. In year 6 we will solve problems involving ratio and proportion and use formulae to generate and describe sequences and calculate missing number problems algebraically.

*As scientists* we will study Earth and space. We will identify scientific evidence that has been used to support or refute ideas and arguments around the topic of space.

*As geographers* we will study how to use 4 and 6 figure grid references to locate features on a map. We will use this knowledge to identify counties, cities and geographical features in the United Kingdom.

*As musicians* we will study the genre of pop music. We will learn to sing pop music and play along to a pop song on a variety of instruments. In addition to this, we will improvise and create our own music based on pop music.

Upper  
Key Stage 2  
Summer Cycle 2  
Achievements and  
Legacies



*When learning French* we will learn how to ask for and give directions and describe our surroundings.

*As artists* we will study the graffiti artist 'el Seed' and produce a clay model of Islamic calligraphy.

*In History* we will begin our study by looking at the achievements and legacies of some of the most influential civilisations in history and their contributions to the world we live in. We will then focus in on Baghdad AD 900 and assess the significance of this civilisation and how it affects us today.

*As design technologists* we will explore the main types of simple machines: inclined planes, levers, pulleys, wedges and screws. We will find out the uses of each of them and we will take part in the Balloon Blaster Challenge.

*As athletes* we will be able to develop our knowledge and skills in: striking and fielding; netball and basketball - when taking part in competitive sporting events and games.

*As digital creators* we will study how computers impact our lives, exploring the services offered by the internet, respectful and responsible use of technology, as well as the positives and negatives of social media. This will culminate in a presentation about what the children have learned and a balanced argument.

*As readers* we will continue to explore a rich diet of fiction, non-fiction and poetry - which we will absorb, recite, share and enthuse about. We will further develop the full range of reading skills at a more challenging level, through sequences across the range of text types studied. Cold extracts will continue to be integrated—to provide extra opportunities for challenge—as well as mixed comprehensions to give the children experience applying reading skills in an exam context. Class texts studied this term are 'Viking Boy' and 'The Explorer'. Children will have opportunities to listen to quality texts, which they are encouraged to give opinions about—for example through a shared text as part of the exit routine at the end of the school day.