

**English- Cross-curricular links Power of Reading- Floodland**

Note taking, written argument, Newspaper Article, Poetry  
Write a commentary letter  
Script writing

Explanation Text linked to Science  
Information Leaflet linked with Geography

Grammar- Clauses: relative, subordinate clauses, standard English, conjunctions, word classes, direct speech, cohesive devices, subjunctive form, prepositions

**Maths**

Ratio  
Angles and Polygons  
2D Shapes  
Roman Numerals  
Data Handling  
Algebra  
Word Problems  
SATs revision

Cross- curricular maths linked to DT- A Tudor House

**Science- Living things and their habitats and Animals including humans**

**In the Animals including humans unit children will be learning to:**

- Can I name the main parts of the human circulatory system?
- Can I describe the functions of the heart, blood vessels and blood?
- Can I recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function?
- Can I describe the ways in which nutrients and water are transported within animals, including humans?
- Can I find out what happens to the heart when we exercise and why?
- Can I investigate how muscles move the skeleton and how muscle activity requires increased blood flow?

**In the Living things and their habitats unit children will be learning to:**

- Can I recap ways of grouping organisms according to their characteristics?
- Can I explore ways of distinguishing between organisms that have similar characteristics?
- Can I classify plants according to their characteristics?
- Can I explore what microorganisms are and how they can be grouped?
- Can I identify and classify organisms in the local area?
- Can I find out about Carl Linnaeus and his classification system?

**Art- To learn about great artists in history, To improve mastery of art and design techniques, including drawing and painting with a range of materials**

- Can I explore why the Tudors had portraits painted?
- Can I discover the work of Hans Holbein?
- Can I copy and/ or recreate Tudor portraits?
- Can I investigate what the Tudor rose is and what it represents?
- Can I create a Tudor rose out of clay?

**DT- Design, make and evaluate a Tudor House**

- Can I explore the style and structure of traditional houses?
- Can I think of different ways of creating a model of a Tudor house?
- Can I design, make and evaluate a model of a Tudor house using a variety of materials, tools and techniques?

Summer Term 2018

Year 6 MTP

Barley

**Hook:**

Tudor house making/baking

Shakespeare company visit (tbc)

**Music- Can I understand music?** Listening and responding to music, improvising and performing You've got a friend  
*Leavers Production and Service*

**Dates to note**

SATs- 14<sup>th</sup>- 18<sup>th</sup> May

York residential- 21<sup>st</sup>- 23<sup>rd</sup> May

**ICT- Heroes and Villains, Graphics**

**French- Engaging in conversation**

**Geography- Locational Knowledge- South America**

- Can I find out about the location and countries of South America?
- Can I find out about the climate in South America?
- Can I investigate the major mountain ranges of South America?
- Can I investigate the human geography of South America?
- Can I Investigate trade and industry in South America?
- Can I carry out an in-depth study of a South American country?
- Where did Tudor explores travel to? Francis Drake and Walter Raleigh

**History - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The Tudors**

- Can I find out who the Tudors were and when they lived?
- Can I find out what people wore in Tudor times?
- Can I investigate what the Tudors ate and which foods were available in Tudor Britain?
- Can I Investigate crime and punishment during the Tudor period?
- Can I investigate the diseases in Tudor Britain and how these diseases were treated?
- Can I investigate what life was like for Tudor children?

**PE- Tudor Dancing**

Rounders and Athletics- Team work, using a bat, catching, fieldwork Sports Day and Team building- Activities linked with Sports Day, team building exercises

**Outdoor Learning** Planting Bulbs for the season

**P4C** Rule of Law

**SMSC** British Values and Importance of recycling: Plastics, issues in the sea, environmental actions, energy use and compost

**SMSC - Relationships-** Considering how other people see us and how this might lead to feelings, exploring how thoughts can influence our feelings and our behaviours

**SMSC- Changes-** This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it.

**RE- Hope and Vision: What is life about?**

Investigate the life and key teachings of faith founders and make links with key religious beliefs. Who am I? Who influences me? What is life about? How do people of faith describe who they are? What do religions teach about how people should live their lives? What are my hopes for the future? We are hoping to have a local visitor to tell us about their beliefs.