

**English – Tom's Midnight Garden**

**Recount** - Diary Writing

**Narrative** – Descriptive Writing

**Informative** – Newspaper Writing

**Persuasive** – Letter Writing

**Key SPAG Skills:** Tenses, subordinate clauses, paragraphing, relative clauses, colons, imperative and modal verbs, conjunctions, brackets

### Design and Technology

To write a design brief and criteria based on a client request  
To write a program to include multiple functions as part of a navigation device  
To develop a sustainable product concept  
To develop 3DCAD skills to produce a virtual model  
To present a pitch to 'sell' the product to a specified client

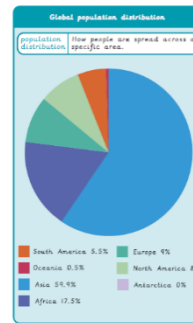


## Geography - Population Year 6 – Term 2

### Geography- Why do populations change?

We will learn:

- To understand the change and distribution of the global population.
- To define birth and death rates and describe why they change.
- To recognise the push and pull factors influencing migration.
- To begin to understand the impact climate change can have on the global population.
- To collect data showing how population impacts the amount of traffic and litter in an area.



### Maths

- Solve a range of 2 step problems involving all 4 operations
- Fractions and decimals
- Geometry – position and direction.

### Science –Electricity

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables.
- Record data and results of increasing complexity using scientific diagrams and labels
- Identify scientific evidence that has been used to support or disprove ideas or arguments in the context of the major discoveries made by scientists in the field of electricity.
- Use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effect of different volts in a circuit.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effect of different volts in a circuit.
- Compare and give reasons for variations in how components function

### RE: Gospels- What would Jesus do?

- To understand the features of Gospel texts (for example, teachings, parable, narrative)
- To know the context, how to suggest meanings of Gospel texts and compare their ideas with ways in which Christians interpret biblical texts, showing an awareness of different interpretations.
- To make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- To understand how to relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

**PE** – Tag Rugby/Gymnastics

**PSHCE** – Health and well being

**French** – French football champions

**Computing**- Big data