| <ul> <li>English – based on Literacy Shed videos</li> <li>Instructions</li> <li>Narratives to build suspense</li> <li>Narratives including dialogue</li> <li>News reports to inform</li> </ul>   | <u>Year 6 – Term 5</u><br><u>Energy</u>   | <ul> <li><u>Science – individual research projects</u></li> <li>What is the link between chocolate biscuits and orangutans?</li> <li>What is the same/different about reptiles today and reptiles in the past?</li> <li>What if penguins could fly?</li> </ul>                            |
|--|---|---|
|  | <ul> <li>English – Reading (Extracts)</li> <li>Extract from The Guardian – news report about animals (focus on retrieval)</li> <li>Non-chronological report about evolution (focus on word meaning)</li> <li>End of KS2 Reading revision texts</li> </ul>   |   |
| <ul> <li><u>RE- What matters more to Christians and Muslims-art and architecture or charity and generosity?</u></li> <li>To investigate what is a sacred place and what is its value</li> <li>To investigate how Mosque's express Islamic beliefs and values</li> <li>To find out how Christian's use buildings and art in worship and in remembering Jesus</li> <li>To find out how Christian and Muslim charities try to change the world</li> </ul> | meaning   | <ul> <li>Geography – Energy</li> <li>To know why energy sources are important</li> <li>To understand the benefits and drawbacks of different energy sources</li> <li>To understand how energy is generated in the USA</li> <li>To understand how energy is generated in the UK</li> </ul> |
| Music – Music from filmPE: Athletics and TennisPSHCE – IdentityFrench – Travelling to a town in<br>FranceComputing - How data can be<br>collected and transferred  | <ul> <li>Maths : Revision</li> <li>Solve problems involving all 4 operations</li> <li>Solve 1 and 2 step problems</li> <li>Revisit fractions, decimals and percentages</li> <li>Covert between fractions, decimals and percentages</li> <li>Solve problems involving fractions, decimals and percentages</li> <li>Properties of shape including angles, reflection and translation</li> </ul> | <ul> <li>To think about what is the best way to generate energy</li> <li>To investigate what would be the best place to put a solar panel in the school</li> </ul>  |