



**Academic**

<b>Maths</b>	<b>English</b>	<b>History</b>
<p>In Maths, we will be practising and consolidating our knowledge, understanding and application of the 4 operations. Develop our toolkit of strategies and reflect on which one is efficient for our learning.</p> <p>Also, we will continue to develop our fluency and speed with arithmetic questions. Thirdly, we'll continue to practise our reasoning and problem solving skills to confidently identify the steps and calculations within a word problem and context.</p> <p>Moving forward, we'll be revisiting fractions and learning how to multiply and divide. This will be supported by using and applying the appropriate maths vocabulary, e.g. divisor and denominator.</p>	<p>In our writing lessons, we will begin to revisit our punctuation and grammar (PAG) skills by exploring a range of different texts, including song lyrics about the aurora borealis. The aim is to explore these different grammatical features using a variety of new and familiar texts to remember the grammatical terminology, ready for our non-fiction (explanation text) and narrative writing. More importantly, to create a LOVE of reading new authors and text types.</p> <p>To celebrate <b>World Book Day</b>, we'll explore texts inspired by our topic and more importantly - each other. Next, we'll create setting descriptions.</p> <p>Following this, we will design and create our own explanation texts about an animal from the Frozen Kingdom. Plus, we will be using our Chromebooks to become <b>inspiring researchers</b> to magpie facts and information to build on our digital scrapbooks.</p>	<p>In History, we'll be focusing on significant figures, such as Barbara Hillary and Shackleton. Plus, we'll be unpicking the true-life events of the RMS Titanic.</p> <ul style="list-style-type: none"> <li>• explain the cause and effect of a significant historical event.</li> <li>• devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</li> <li>• make deductions and draw conclusions about the reliability of a historical source or artefact.</li> </ul>
<b>Geography</b>	<b>Art</b>	<b>Music</b>
<p>In Geography, we'll learn about where the polar regions are and their position on Earth: making links with biomes and climate zones. Then, we'll be considering the physical and human geography, but put it in the context of the geographical features, e.g. longitude and latitude. Plus sharing a Q&amp;A session with an inspirational adventurer.</p>	<p>Using our sketch books, the children will learn to improve their mastery of art and design techniques, including drawing, pastel and watercolour. Our muses will be the living things in the Frozen Kingdom, Inuit culture and the aurora borealis.</p>	<p>The children in Y6 will be exploring some classical music appreciation from the BBC Ten Pieces and modern pieces linked to our topic. Next, they will be learning to use a range of percussion instruments and body percussion to compose their own music in groups about the Northern lights. Finally, they will collaborate for a whole class song for the Easter service.</p>

	<p style="text-align: center;"><b>Design Technology</b></p> <p>In this unit, we will be exploring electrical systems and also to create Easter cards using different techniques, e.g. folds, pop-up and moveable parts.</p>	
<p style="text-align: center;"><b>Science</b></p> <p>We will focus on becoming <b>scientific investigators</b>, using a range of scientific enquiries in the classroom and outdoors to develop scientific skills - predicting, observing, measuring, recording, fair testing, evaluating and explaining to understand <b>light</b> and <b>electricity</b> and <b>adaptation</b>.</p>	<p style="text-align: center;"><b>RE</b></p> <p>Following the <i>Devon and Torbay Agreed Syllabus</i>, we'll explore the following BIG IDEAS:</p> <ul style="list-style-type: none"> <li>★ Why do Hindus want to be good?</li> <li>★ What do Christians believe Jesus did to 'save' people?</li> </ul> <p style="text-align: center;"><b>Computing</b></p> <p>Using the Chromebooks, the children will practise and consolidate using the Google Suite apps to create, store and share a range of different outputs, e.g. iMovie, Google Classroom and create a personal journal on Class Dojo.</p> <p><i>More importantly, revisit how to be safe online.</i></p>	<p style="text-align: center;"><b>PE</b></p> <p>This term, we'll be focusing on indoor <b>netball</b> and <b>multi-skills</b>.</p> <p style="text-align: center;"><b>PSHE</b></p> <p>Following our SCARF (Safety, Caring, Achievement, Resilience and Friendship) plan, we'll explore TWO key themes this term, which are:</p> <ul style="list-style-type: none"> <li>★ Keeping Myself Safe</li> <li>★ Rights and Responsibilities</li> </ul>
<p style="text-align: center;"><b>Digital and Innovation</b></p> <p>We will be innovative in our approach to our learning, looking for creative ways to present our knowledge and understanding. We will use technology to share our reflections on our learning.</p>	<p style="text-align: center;"><b>Character</b></p> <p>Our character virtues this term are <b>Helpfulness, Caring, Critical Thinking, Honesty, Justice, Service and Resilience</b>. They will be actively caught, recognised and celebrated in daily life both in and out of school; sought through opportunities across the whole curriculum and taught through our assemblies, character education and PSHE learning.</p>	<p style="text-align: center;"><b>Community</b></p> <p>This will be fostered in and around school. We will support and be positive role models by:</p> <ul style="list-style-type: none"> <li>★ supporting KS1 children with sharing books to empower and hook them with a love of reading.</li> <li>★ taking turns to be Playground Leaders</li> <li>★ Sharing World Book Day 2023</li> </ul> <p style="text-align: center;"><b>PSHE (SCARF)</b></p> <p style="text-align: center;"><b>Celebrations/performance:</b></p> <ul style="list-style-type: none"> <li>★ Easter Service at St Sabinus</li> </ul>

