**Music**

* **Music: Hymn of the week**
* **Fleetwood Mac I want to be with you**

**Art/DT Projects**

* **Art :Wanted Posters** -**Artist focus: Aubrey Beardsley; sketching, gradient, blending**

**Literature Foci**

* **Holes – character and setting descriptions, predicting, summarising, referencing text**
* **The Highwayman Poem – character and setting descriptions, figurative language**
* **Blurb starters**
* **Poetry – Dulce et Decorum Est – figurative language and impact upon reader**
* **Night Mail Poem – rhythm andrhyme**

**Associated Writing pieces**

* **Descriptive and Emotive Poetry**
* **Journalistic Writing – newspaper reports**
* **Non –fiction report on Crime and Punishment**
* **Setting description**
* **Diary entries**
* **Letters**

**Y6 Essential Spelling Scheme**

**History/Geography Focus**

* **Medieval punishment**
* **Victorian Prisons and Modern Day Crimes**
* **Changes in catching and punishing criminals since 1066**
* **Crime and punishment post 1215 Jury**
* **Highwaymen**

**IT**

* **E safety: using the internet responsibly and safely**

**Local/community links (if relevant)**

* **Remembrance Day Wreath**
* **Harvest**
* **Class Mass**

**Maths**

* **Place value: numbers to ten millions , negative numbers, rounding, comparing**
* **Decimal place value**
* **Calculations: formal methods using all 4 operations, BODMAS**
* **Fraction calculation – 4 operations**
* **Fractions of an amount**

**PE**

* **Indoor – gymnastics, dance**
* **Outdoor – cricket and football**

**Theme and Key questions Year 6**

Why did so much change in Crime and Punishment in the 19th Century?

Has the way we catch and punish criminals improved that much in the last 100 years?  Do you think it is likely to get better or worse?

**Associated Grammar**

* **Word class review**
* **Conjunctions**
* **Fronted adverbials**
* **Relative clauses**
* **Modal verbs**
* **Semi colons**
* **Alan Peat sentence types**
* **Suffixes to form adjectives**
* **Passive and active voice**
* **Direct and reported speech**
* **Hyphens and dashes**

**RE**

* **The Kingdom of God**
* **Justice, Human rights, CAFOD, Dorothy Day and Oscar Romero, MLK**

**RHE and PSHE**

* **Life to the Full Unit: Calming the storm**
* **PSHE: Refugees, fairness for all.**

**Science**

* **Light: How it travels; shadow formation, reflection and refraction; how we see colour**
* **Classification: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals**
* **give reasons for classifying plants and animals based on specific characteristics**