Further Information:

www.bookstart.co.uk

This website provides information about the national Book-start scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.

www.wordsforlife.org.uk/baby - This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

www.nationalliteracytrust.org.uk/familyreading/parents - The Family Reading Campaign website provides a wealth of information to support you and your family. The Family Reading Campaign works to encourage reading in the home. It also offers many links to further websites.

www.phonicsplay.co.uk - Has lots of information for parents and interactive games your child can play at home.

www.mrthorne.com - Mr Thorne does phonics has lots of videos to help you pronounce the phonemes correctly. Also links to Mr Thorne phonics apps.

www.topmarks.co.uk/parents/ten-tips-on-hearing-your-child-read - 10 top tips for reading with children.

www.hairyphonics.com - Explore the hairy island. Learn all the sounds through playing games.

www.mad4maths.com - Times tables and games
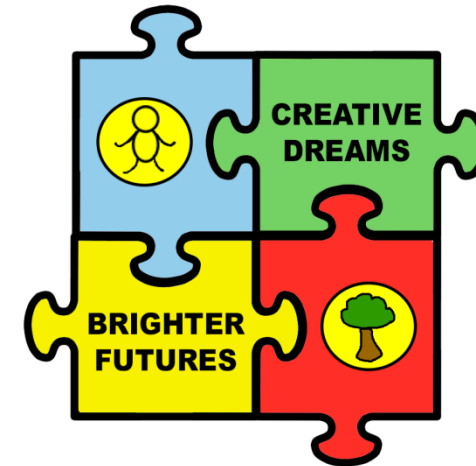
http://uk.ixl.com/ - All areas of maths. Helps children with any misconceptions as they go along.

http://nrich.maths.org - Problem solving activities

www.ictgames.com - All areas of maths through games.

www.albertpritchard-woodgreen.co.uk - Access to our learning platform Frog.

TOPIC BOOKLET

Year:6

2018-2019

A Twist in Time

Computing

I will:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Music

I will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing. accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.

Geography

I will:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

History

I will:

- complete a local history study
- study an aspect or theme in British history that extends my chronological knowledge beyond 1066

Survival Of The Fittest

Term: Spring 1 and 2

Science

I will:

- 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.

PE

I will:

- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Design & Technology

I will:

Design

- generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- evaluate my ideas and products against my own design criteria and consider the views of others to improve my work

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Tomorrow's World

Spring 1 & 2

Art

I will:

- use sketch books to record my observations and use them to review and revisit ideas
- learn about great artists, architects and designers in history.

Design & Technology

I will:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate my ideas and products against my own design criteria and consider the views of others to improve my work
- understand how key events and individuals in design and technology have helped shape the world