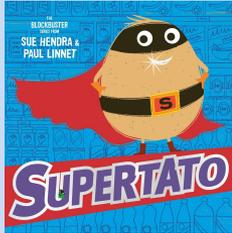


### Core Subjects

#### English



Our focus texts will be books featuring '**Supertato**' and the '**Evil Pea**'. Our main focus will be on developing correct letter formation. We will also be creating wanted posters, writing speech bubbles, hot seating characters from the book, creating freeze frames and writing letters between the characters. In reading, we will continue to focus on our individual learning targets when reading aloud. Please continue to look at your child's reading record to see what they need to work on.

#### Maths

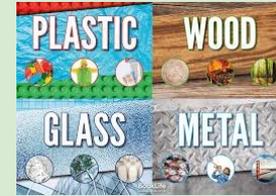


We will work on developing our understanding of number and fact families. For example  $6 = 1+5$ ,  $2+4$ ,  $3+3$ ,  $4+2$ ,  $5+1$ ,  $6+0$ .

We will also begin to look at solving simple addition and subtraction problems and ensuring children have a solid understanding of +, - and = signs.

We will have a continued focus on number formation across the term.

#### Science



In science, we will be learning all about different materials and their properties. We will begin by naming and identifying everyday materials before becoming 'material detectives' to spot them in the world around us. We will then explore their properties through practical investigations, asking questions such as: Is it absorbent? Is it waterproof? Is it tough? Finally, we will use what we have learned to test which material would make the best replacement cape for Supertato!

**Class Teachers:** Suzannah Elliott and Abdulrahman Fawzy



### Wider Curriculum

<u>Topic</u>	<u>Art/DT</u>	<u>PSHE</u>
<p>After discovering that the Evil Pea has stolen and held lots of vegetables hostage we will be drawing plans of the crime scene! We will learn to compare different types of maps and work on developing some basic mapping skills. We will also plot a simple route in order to return the stolen vegetables to Seoudi!</p>	<p>This term, our art work will help us explore and be creative with our learning in science. We will use a variety of different materials to make our own Supertato model. We will also create Supertato and Evil Pea themed biscuits, as well as designing and making a trap to catch the Evil Pea.</p>	<p>We will be thinking about what qualities make us superheroes, for example perseverance, risk-taking and determination.  We will also be thinking about everyday superheroes and the jobs that they do.</p>
<p style="text-align: center;"><b><u>Computing</u></b></p> <p>Develop basic Mouse Control Skills. Develop basic keyboarding skills. Navigate safely using a browser (ideally Google Chrome). Engage with and play age appropriate online games and activities. Recognise the letters and key characters from the keyboard including space bar, enter button. Open and launch files from the school network area.</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b>Peter and the Wolf:</b> Students will explore Prokofiev's Peter and the Wolf to develop appreciation of Classical Music and Mime in a creative setting. They will learn basic skills in pantomime, character, movement, orchestral instruments, and musical elements such as pitch, tempo, dynamics, and articulation. The unit emphasises empathy - understanding and sharing the feelings of others.</p>	<p style="text-align: center;"><b><u>PE</u></b></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- develop streamline body positioning</li> <li>- develop stroke techniques</li> <li>- safe entries into the water</li> </ul> <p><b>Team games</b></p> <ul style="list-style-type: none"> <li>- working in a team</li> <li>- understanding and using rules</li> <li>- basic tactics</li> </ul>

**Teachers: Computing:** Ali Papila, **Music:** Lala Akhundova, **PE:** Sally Hasouna, Steven Moran, Ian Boal, Shaun Banham.

## Languages

### **Arabic (Native)**

Students will explore the theme “All About Me.” They will learn simple greetings and practice introducing themselves by sharing their name, age, and country. Students will count to ten, learn basic colors, and build new vocabulary through listening to stories, with opportunities to express in Arabic what they liked from the story. They will also begin to learn the Arabic alphabet with short vowels (فتحة، ضمة، كسرة). Finally, they will respond to simple instructions and practice using polite expressions such as “please,” “thank you,” “yes,” and “no.”

### **French**

Students will learn different ways to say hello (bonjour, salut, coucou, bonsoir) and goodbye (au revoir, à bientôt, à plus tard, à demain), how to ask and answer “What’s your name?”, and useful classroom phrases such as asking for help, saying please and thank you, and responding politely. Through songs, games, role play, and interactive activities, they are building confidence in speaking and listening, practising polite exchanges, and developing the skills to introduce themselves and use French naturally in everyday situations.

### **Arabic (MFL)**

This term, students will learn simple greetings, say their name and age, count up to 10, and use the phrase “I am.” They will explore colours, common action verbs, and polite words such as “please” and “thank you.” Through songs, games, role plays, and classroom activities, they will build confidence in speaking and listening, practise polite exchanges, and begin using Arabic naturally in everyday situations.

### **Spanish**

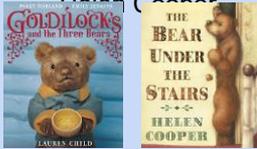
This year, Year 1 is taking a big step in their Spanish journey as they begin to read and write in Spanish alongside listening and speaking. They will practise Spanish in real-life situations through fun songs, games and interactive activities. They will learn to greet and say goodbye, ask and answer how they are in different ways, follow classroom instructions, identify the days of the week, say their name, recognise gender in words, recite the alphabet and spell words. An exciting year full of learning and growing confidence in Spanish awaits!

**Teachers: Arabic (Native):** Yousra Abdel Razik **Arabic (MFL):** Ghada Osama, **French:** Rana Zafer, **Spanish:** Gema Rioja.

## Core Subjects

### English

This half-term in English, the students will focus on narrative writing. Our core texts are ***Goldilocks*** by Lauren Child and ***The Bear Under the Stairs*** by Helen Cooper.



We will begin with an exciting provocation: a crime scene showing that someone has broken into the bears' house, eaten their porridge, and broken their chairs! The children will become detectives, working together to uncover the culprit. Through this adventure, they will explore the grammatical and structural features of narrative writing and develop their skills in planning, editing, revising and publishing their own stories.

### Maths

This half-term in Maths, the students will be developing their understanding of **place value** and **addition and subtraction**. They will learn to recognise, partition and order numbers to 100, as well as count in 2s, 5s, 10s and 3s. The children will also work on comparing and estimating numbers using number lines and charts.

In addition, they will explore number bonds to 10, 20 and 100, and use these to support strategies for adding and subtracting across tens.

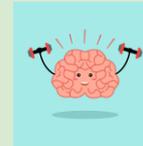
Throughout the term, students will practise applying their knowledge, reflecting on errors and improving through dedicated improvement and reflection time (DIRT).

### Science

This half-term in Science, the students will be exploring the topic ***Animals, including humans***.

They will learn about the human lifecycle and compare it with the life cycles of other animals. The children will investigate growth, survival needs, and the importance of exercise and hygiene.

They will also develop their understanding of how a balanced diet helps humans and animals to stay



**Class Teachers: Nora Adly, Kirsten Rockingham, Kerstin Springbett, Nasser Attia**



Wider Curriculum		
<u>Topic</u>	<u>Art/DT</u>	<u>PSHE</u>
<p>This half-term in Topic, the students will explore foods from around the world, making connections to their own backgrounds and places they have visited. In Geography, they will learn about where different foods come from and how the environment influences what people eat. In History, they will investigate how people stayed healthy in the past and how lifestyles and diets have changed over time.</p>	<p>This half-term in Art, the students will focus on observational drawings, developing their skills in line making and sketching. In DT, they will link their learning to Science by designing and making their own healthy sandwich, considering ingredients and nutrition.</p>	<p>This half-term in PSHE, the students will begin by setting ground rules for their lessons. They will then explore the topic <i>Families and Relationships</i>, learning how families provide stability and love, how to recognise other people's feelings, and what to do in the case of unhappy friendships. The children will also be introduced to the importance of manners and courtesy.</p>
<u>Computing</u>	<u>Music</u>	<u>PE</u>
<p>This term, students will explore healthy habits for using digital devices safely and responsibly. They will develop accuracy in using the mouse for navigation and drawing, strengthen their keyboard skills, and learn the basics of editing and formatting text.</p>	<p><b>Rhythm and Pitch</b> During this unit, students will be introduced to various rhythm and pitch exercises. They will be able to coordinate reading simple notation and playing the xylophone, and will have developed their memory skills. Students will also learn how to compose a piece of music by incorporating various elements of music.</p>	<p>Swimming</p> <ul style="list-style-type: none"> <li>● develop streamline body positioning</li> <li>● develop stroke techniques</li> <li>● safe entries into the water</li> </ul> <p>Team games</p> <ul style="list-style-type: none"> <li>● working in a team</li> <li>● understanding and using rules</li> <li>● basic tactics</li> </ul>

**Teachers: Computing:** Ali Papila, **Music:** Lala Akhundova, **PE:** Sally Hasouna, Steven Moran, Ian Boal, Shaun Banham.

## Languages

### Arabic (Native)

In these lessons (“هيا نتعلم يا جدى” and “عائلتى”), students will start to learn new vocabulary. They will begin to recognise some Arabic letters, hear their sounds with short vowels, and see how the letters look at the beginning, middle, and end of words. They will also practice writing the letters correctly, reading short simple words by joining letters and sounds, and using short vowels with different letters.

### Arabic (MFL)

This term, students learn simple greetings, revisit how to say their name and age, practise counting up to 10 and back down, and use the phrase “*I am.*” They begin to recognise and use colour vocabulary, respond to simple instructions, and practise polite words such as “*please,*” “*thank you,*” “*yes,*” and “*no.*” They also learn and respond to some common action verbs. Through useful classroom phrases, games, role plays, songs, and interactive activities, students build confidence in speaking and listening. They practise polite exchanges, learn to introduce themselves, and develop the skills to use Arabic naturally in everyday situations, such as asking for help and responding appropriately.

### French

This term in French, children are learning different ways to say hello (bonjour, salut, coucou, bonsoir) and goodbye (au revoir, à bientôt, à plus tard, à demain), how to ask and answer “What’s your name?”, and useful classroom phrases such as a, games, role play, and interactive activities, they are building confidence in speaking and listening, practising polite exchanges, and developing the skills to introduce themselves and use French naturally in everyday situations. s asking for help, saying please and thank you, and responding politely. Through songs

### Spanish

In the first part of the term, Year 2 will begin their Spanish journey by learning to introduce themselves with growing confidence and automaticity, while practising the four communication skills: listening, speaking, reading and writing. Through interactive activities, they will use greetings and farewells, answer the register, ask and give names, spell with the Spanish alphabet, and say their age with numbers 0–10, using the verbs *llamarse* and *tener*. They will also explore Spanish-speaking countries and enjoy their first glimpse of the history and culture of the Spanish-speaking world.

### Core Subjects

#### English

Our stimulus this for this topic is '**The First Drawing**', a story about a Stone Age boy. The children will enjoy shared reading of the story, exploring characters and motives as well as summarising key points and making predictions. Children will further explore characters through lots of drama activities, including hot-seating and freeze frames.

They will then create recounts and diary entries based on what they have learnt. The writing focus for the children will be to consolidate basic writing skills such as capital letters for proper nouns, and consistent use of punctuation and co-ordinating conjunctions. There will also be a focus on proofreading and editing work, as well as self-assessment as a means for children to improve.

Children will also be practising their handwriting skills, working on pre-cursive and cursive letter formation.

#### Maths

##### **Place Value:**

Count in 10s, 50s and 100s..  
Recognise numbers to 1,000.  
Place value - 100s, 10s and 1s.  
Use a number line to 1,000.  
Find 1, 10, 100 more or less.  
Compare and order objects and numbers.  
Count in 50s

##### **Addition and Subtraction:**

Add and Subtract 100's, 10's and 1's. Add and subtract 2 and 3 digit numbers with and without exchanging.  
Add and subtract 2 and 3 digit numbers with exchanging.  
Estimate answers.  
Use the inverse to check calculations Find missing numbers.

##### **Time**

Tell the time to 5 minute intervals

#### Science

This term's Science topic is focussing on, **Rocks and Soil**

Students will be learning and understanding how to:

- Describe the appearance of different rocks, identifying both crystals and grains.
- Group rocks by their absorbency, hardness and reaction to acid rain (vinegar).
- List the different factors that break down rocks.
- Describe fossil formation and identify fossils in rocks.
- Describe the work of a Palaeontologist.
- Name, describe and compare some different categories of soil.
- List some of the benefits of earthworms to the soil.
- Identify and describe the comparative size and weight of the layers in a sedimentation jar.

**Class Teachers:** Mrs Jacqueline Siag and Miss Nevine Sadek (3JS), Ms Razanne Alayan and Ms Hagar (3RA) and Ms Ellena Selway and Ms Nagla (3ES)



### Wider Curriculum

#### Topic

**History:** Students will investigate Early Civilisations with a focus on the Stone Age, using primary and secondary sources to interpret the past and its impact on the present. They will explore the Stone Age in a wider historical context through timelines, fact checking and discussion.

**Geography:** Identifying important locations across the UK which have helped us to learn about the Stone Age. Exploring the different landscapes of the UK where Stone Age people made their homes.

#### Art/DT

Exploring line drawing and printing

Observing and discussing cave drawings found in various locations across the globe.

Responding to works of art and expressing our opinions.

#### PSHE

Students will be looking at **Families & Relationships** and how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.

#### Computing

Students will take on the role of architects of their own online community by creating rules that promote safe and positive use of technology. They will also learn to create digital documents, combining text, images, and other multimedia elements to present information effectively.

#### Music

**Water Music** - students will learn to sing a round and to compose music using computer software to describe different types of water - waves, a lake, raindrops, waterfalls etc. To develop their creativity, they will learn to use music software on the computer. They will also revise the main elements of music such as TEMPO, PITCH, DYNAMICS and TIMBRE using and combining them in compositions.

#### PE

##### **Swimming**

- developing range of strokes used
- refining techniques to be more efficient in water

##### **Team games**

- working effectively in a team
- introduction to basic attack and defence strategies
- leadership and collaboration opportunities

**Teachers: Computing:** Ali Papila, **Music:** Lala Akhundova, **PE:** Sally Hasouna, Steven Moran, Ian Boal, Shaun Banham.

## Languages

### Arabic (Native)

Revision on letters with different short vowels. Practice blending letters to form simple words.

Listening and Reading lessons: Alya's dreams, Salem, the risk taker.

Introducing prepositions ( in - to ).

Learn long vowels. Syllables of long vowels. Pronouns ( I - we ). Singular demonstrative pronouns.

### Arabic (MFL)

Our students will set the classroom rules- Revision time then greetings, colours, numbers, days of the week, classroom instructions. Nationalities Boy/Girl Response to simple instructions. I am- أنا My name is- اسمي Boy/Girl- ولد- بنت Who am I? من أنا? What is your favourite number, colour, friend.

### French

Getting to Know You Unit 🖐️

This term, Year 3 are starting with the Getting to Know You unit! Children will learn to greet others in different ways, introduce themselves, ask and answer “What’s your name?”, share how they are feeling, and say goodbye appropriately. They will also practise counting from 0–20 and use numbers to say their age, while beginning to recognise when to use formal and informal language. Through songs, games, role play, and interactive activities, they’ll build confidence in speaking and listening as they begin to hold short conversations in French.

### Spanish

This term, students will grow in confidence as they learn to **describe themselves and others physically, including hair and face features**, through a fun and engaging communicative approach. They will enjoy following commands while playing *Amanda Manda* (Spanish *Simon Says*) to practise body parts, singing traditional songs and even reciting a poem about the parts of the face. They will also learn to ask and answer **“What do you/does he-she look like?”** and **“How many...?”** while practising gender and number agreement, and using adjectives and the verbs *ser* and *tener*.

**Teachers: Arabic (Native):** Yousra Abdel Razik **Arabic (MFL):** Ghada Osama, **French:** Rana Zafer, **Spanish:** Gema Rioja.

## Core Subjects

### English

#### **Core text: *Until I Met Dudley***

This half term, our class will be exploring *Until I Met Dudley* by Roger McGough and Chris Riddell, a playful text that mixes imagination with real science. Children will enjoy discovering how everyday objects might work in silly, made-up ways before learning the real explanations. They will create their own posters, letters, and explanation texts. Along the way, we will build vocabulary through word families (like *invent/invention/inventor*), practise using conjunctions and prepositions to show cause and effect, and develop clear speaking and writing skills. This topic links to our future science work on sound and electricity and encourages children to become curious inventors who ask questions about the world around them.

### Maths

Students will be learning about the following mathematical concepts:

- Round to the nearest 10.
- Round to the nearest 100.
- Count in 1,000s.
- 1,000s, 100s, 10s and 1s.
- Partitioning.
- Number line to 10,000.
- 1,000 more or less.
- Compare numbers.
- Order numbers.
- Round to the nearest 1,000.
- Count in 25s.
- Negative numbers
- Roman numerals to 100.

### Science

This term our Year 4 scientists will identify four types of teeth—incisors for cutting, canines for tearing, premolars for crushing and molars for grinding—and discuss why brushing twice a day with fluoride toothpaste and a soft-bristled brush is vital for dental health. Pupils will build food chains, recognising producers like plants and predator-prey relationships where one species eats another. This knowledge will be used to design a dragon food web, linking science to our humanities topic and encouraging careful investigation and scientific vocabulary.

**Class Teachers:** Mr Cooke, Ms Radwa, Ms Carlene, Ms Aya, Mr John and Ms Gina



#### Wider Curriculum

#### Topic

#### **Geography:**

The children will explore maps and be able to identify features such as lines of latitude and the equator.

The children will locate a country and identify human and physical features of their dragon egg's country.

#### Art/DT

As part of design technology students will be designing and creating using mixed media (pastel, paint, pencil & clay) to make 'Dragon eye' artwork. Design, evaluate and make a 'Dragon Proof Shield'.

#### PSHE

Students will be looking at **Families & Relationships**:

- What makes a good student council representative?
- Establishing ground rules for PSHE lessons
- Respecting differences in families
- Understanding physical & emotional boundaries in friendships

#### Computing

Upload work on the Internet, (Google Drive).

To locate information on the search results page.

To use search effectively to find out information.

To assess whether an information source is true and reliable.

#### Music

The Ukulele

Students will learn to accompany songs and play melodies on the ukulele. They will work individually to learn a range of chords and how to change between them. They will play in small ensembles and as a whole class, as well as learning more about associated instruments such as the Venezuelan Cuatro.

#### PE

**Benchball:** explore principles of invasion games, through benchball activities. Explore a range of ways to outwit an opponent individually, as well as a shared strategy in a small team. Develop passing skills and accuracy when sending a ball over a variety of distances. Develop one to one defending skills.

**Swimming:** Efficient technique in multiple strokes, where appropriate to their stage and experience. Develop the timing and body position in water, as well as breathing patterns and certain rules of different strokes. Experience some competitive scenarios appropriate to their ability.

### Languages

#### **Arabic (Native)**

In Reading lessons 📖, students will enjoy texts such as “I Have New Teeth,” “Healthy Habits,” and “Making Lemonade.” They will build vocabulary, improve comprehension, and connect the stories to real-life experiences. In Grammar 🗨️, students will revise long vowels and demonstrative pronouns. They will also practice using pronouns (I, we, you, feminine, masculine) 👩♀️ 👨♂️ and learn about negative commands. In Writing, students will practice sequencing ideas by writing the steps of making lemonade, helping them organize their thoughts clearly.

#### **Arabic ( MFL)**

This term, students will begin with an introduction week and a revision of last year’s topics before moving on to new content. They will learn additional vocabulary for body parts, practise adjective agreements, and consolidate their use of core verbs. Students will also develop sentences such as “I have/He has/She has brown eyes,” applying both masculine and feminine forms. In Arabic, they will revise the alphabet and build on their ability to form words and simple sentences using prior knowledge. They will also recap conversations based on greetings and self-introductions, adding more detail to extend their communication.

#### **French**

All Around Town Unit 🏘️

Year 4 are exploring French towns and cities! Students will learn to ask and answer questions about where they live, name places in a town, say their address, and even count in tens up to 100 using maths words in French. They’ll also discover how to describe town and countryside features, use a bilingual dictionary, and spot patterns to predict new vocabulary — all while building confidence to talk about their surroundings in French.

#### **Spanish**

Retrieve greetings and farewells. Say the date (retrieve days of the week and numbers up to 31). Retrieve how to ask and say your name and age. Retrieve how to introduce yourself and your classmates (subject pronouns in singular: yo, tú, él/ella and pronouns “éste/ ésta”). Ask how to spell a name/ word and spell words (alphabet). Ask and say how you/ someone else go/es to school (means of transport). Retrieve colours.

## Core Subjects

### English

**Core text:** Robot Girl by Malorie Blackman

We will be studying Robot Girl by Malorie Blackman and we will unpick the elements of science-fiction writing. Students will explore creating effective dialogue to convey character and show feelings. The unit also includes writing setting descriptions, giving a character advice about what to do, and writing an action scene. Finally writing their own science-fiction narrative inspired by Robot Girl.

In reading we will be focusing on developing reading skills such as summarising, inference, explaining and extending our vocabulary

### Maths

Our focus will predominantly be place value, addition and subtraction. Children will learn to read, write, compare and order numbers up to 1 million; count in 10s, 100s, 1,000s, 10,000s and 100,000s. We will also be learning about negative numbers and Roman numerals  
Next we will learn about addition and subtraction: we will learn to add and subtract whole numbers with more than 4 digits; round to estimate and approximate; and solve multi-step addition and subtraction problems.

### Science

Our first unit in science is a biology unit. We will learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; describe the life process of reproduction in some plants and animals; and describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.

**Class Teachers:** Mr Kearsley, Ms Tooby-Broome, Ms Imam, Ms Reem, Ms Omnia, Ms Eman



**Wider Curriculum**

**Topic**

**Geography:** Children will be able to locate the world's countries, using maps to focus on Africa, concentrating on Africa's environmental regions, key physical and human characteristics, countries, and major cities. We will also learn to use a variety of maps, atlases, globes and digital/computer mapping to locate African countries and describe features studied.

**Art/DT**

We will be looking at famous artists (African compared to Western).  
We will also be creating art with a purpose (masks, shields and headpieces).

**PSHE**

Our PSHE topic is 'Families and Relationships'. After recapping over ground rules for PSHE sessions, we will be exploring what makes a good friend as well as the 'ups and downs' of friendships. We will also be learning about stereotypes and how it can lead to discrimination.

**Computing**

Students will strengthen their understanding of how to be good digital citizens. They will reflect on how they use technology, learn strategies to create device-free moments, and explore positive ways of dealing with issues such as cyberbullying. They will be introduced to robotics through LEGO Spike, where they will take part in a variety of projects. These projects will help them develop their engineering design skills by defining problems, brainstorming creative solutions, and testing and refining prototypes.

**Music**

Students will revise the musical elements, focusing on Programme Music. They will study 'In the Hall of the Mountain King' by Edvard Grieg, as well as singing, and learning to play the theme to the piece on the keyboard. Students will listen to orchestral music, revising their knowledge about families of instruments and the role of the conductor. They will be encouraged to use music specific language when describing music they listen to in class.

**PE**

During the first half of this term pupils will be focusing on developing our stroke efficiency, swimming at different paces and skills for competition.

In core PE we will be revisiting short tennis, where we will delve deeper into shot selection and decision making in competitive situations.

## Languages

### Arabic (Native)

Students will review previously learned grammar topics such as (الشدّة، المد، علامات الترقيم، وتحليل المقاطع). In reading, they will explore the texts 'The Vacation' and 'Nubian Wedding'. They will build new vocabulary from these reading and listening lessons while learning about places, weather, and directions on a map. In writing, students will practice describing a place using their senses. Grammar lessons will focus on singular, plural, and dual nouns, as well as different types of sentences, including exclamations and negations.

### Arabic (MFL)

Introduction week, Revision of last year's topics, using simple/short sentences to write short paragraphs, add more details related to family/friends, adding I have/ like and (s)he has/ likes to sentences.

### French

#### **Pleased to Meet You** ❧

Year 5 are kicking off with the *Pleased to Meet You* unit! Students will practise greetings, talk about themselves and their future dreams, share feelings and emotions, and explore the French alphabet and accents. They'll also begin using dictionaries and the simple future tense, while learning how to make adjectives agree correctly with the words they describe — all while building confidence to speak French with accuracy and flair.

### Spanish

Students will continue developing the four key communication skills through a communicative approach. This term, they will learn to talk about **sports**: which ones they practise, how well, what they enjoy playing, and what they are able to play. In the context of **food and healthy living**, they will explore the food pyramid, express their favourite foods, say what is good for their health, and practise ordering by saying what they would like to eat or drink and asking how much it costs. Along the way, they will review the use of **definite and indefinite articles**, build vocabulary related to sports and actions, and strengthen their grammar with singular forms of **regular -ar/-er verbs**, as well as *gustar* and *saber*.

### Core Subjects

#### English

**Core text: The Arrival** by Shaun Tan is a wordless graphic novel that tells a powerful, emotional story of immigration and belonging through surreal, intricate illustrations.

Year 6 will explore descriptive writing by crafting vivid setting and character descriptions, using techniques such as fronted adverbials, a variety of conjunctions, and expanded noun phrases to add detail and interest. They will also learn to use different types of sentences for effect. In narrative writing, students will retell the story from a first-person perspective, bringing the character's journey to life through the use of speech and personal reflection. Finally, they will apply their understanding of the passive voice in a newspaper article, reporting on events within the story.

#### Maths

##### Place Value -

- Read, write, order and compare numbers up to 10,000,000
- Rounding numbers
- Using negative numbers

##### Calculations

- Multiply and divide multi-digit numbers up to 4 digits by a two-digit whole number
- Interpret remainders as whole number remainders, fractions, or by rounding.
- Mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Order of operations - BIDMAS
- Solve addition, subtraction multiplication and division multi-step problems.
- Use estimation to check answers to calculations.
- Problem solving and reasoning skills

#### Science

In year 6 science, students will develop a clear understanding that light travels in straight lines and use this knowledge to explain how we see objects, either because they emit or reflect light into our eyes. Through a series of engaging experiments and hands-on activities, they will observe how light moves from sources to objects and then into our eyes. Additionally, students will investigate how shadows are formed and in the same shape as the objects that block the light. These practical experiences will allow students to actively explore the properties of light, making their learning both interactive and memorable.

**Class Teachers:** Ms Ritson, Mr Brown, Ms Amelia, Ms Samar, Ms Sherihan, Ms Sandra



**Wider Curriculum**

**Topic**

**History: The power of photography and the media to capture stories, shape understanding and inspire change.**

Students will explore famous photographs from both the past and today, discovering how these powerful images capture our attention and tell important stories. They'll learn key techniques used in photojournalism, giving them the chance to try taking their own impactful photos. They'll also compare how photojournalists from different times have documented major historical events, and discuss the important ethical responsibilities that come with sharing images with the world. It's a creative journey where students become storytellers through the lens!



**Art/DT**

Year 6 students will explore the power of music videos as a unique form of visual storytelling, diving into everything from eye-catching graphics to dynamic choreography. They'll also get inspired by famous album artwork and use their creativity to design their own bright, bold, and unforgettable album covers. It's a fun way to see how music and visuals come together to tell amazing stories!

**PSHE**

**Family and Relationships**

This unit helps students understand the importance of healthy, respectful relationships with family and friends. Through engaging activities and discussions, students explore topics like communication, empathy, managing conflict, and the changing nature of relationships as they grow. The programme encourages them to develop skills for positive connections, resilience, and making safe, supportive choices in their personal lives.

**Computing**

Students will discover the two sides of their digital footprint, while learning to make thoughtful choices about their online presence. They dive into STEM through LEGO Spike, where they will take part in a variety of projects. These projects will help them develop their engineering design skills by defining problems, brainstorming creative solutions, and testing and refining prototypes.

**Music**

Students will study Music Fusions in their lessons. They will listen to, perform and compose pieces which combine elements from two or more different cultures or genres. They will also research world music styles to improve their knowledge of instruments and styles of music from a range of different countries.

**PE**

This term, students will develop key skills across swimming, pickleball, volleyball and gymnastics. In the pool, they'll build stamina, refine their strokes and strengthen water safety. On court, they'll explore the fast-paced games of pickleball and volleyball, focusing on coordination, strategy and teamwork. In gymnastics, they'll combine balance, control and creativity to design and perform routines.

## Languages

### Arabic (Native)

Students will explore healthy habits by learning about personal hygiene tools, the value of nutritious foods, and the principles of sportsmanship through listening and reading activities. They will also expand their vocabulary and practice writing by creating their own story using key story elements and proper tenses. In grammar, they will review previously learned lessons, focusing on different types of sentences.

### Arabic (MFL)

This term, students will focus on revision by practising the four key skills. They will recap essential grammar, revisit previous topics, and use them to create simple sentences and short paragraphs. The emphasis will be on adapting and improving their use of the target language, with particular attention to listening comprehension and speaking skills.

### French

Let's Visit a French Town Unit 🏠  
Year 6 are exploring French towns! Students will learn to say where they live, describe places and things to do, and talk about their own house, rooms, and furniture. Along the way, they'll use the verb *habiter*, practise ordinal numbers, explore prepositions, and build sentences with greater accuracy. Through songs, games, and interactive activities, they'll gain the confidence to describe their surroundings and bring a French town to life in conversation.

### Spanish

This term, Year 6 will dive into Spanish through the exciting theme of **music**, practising the four communication skills in real life contexts. They will learn to share their likes and dislikes, give opinions, agree or disagree politely, ask/ say if someone can play an instrument, and express how well they can play one themselves (adverbs of manner). Along the way, they will build vocabulary on instruments and music genres, while mastering useful verbs such as *gustar*, *preferir* and *tocar*.