

	1 3-06-2024	2 10-06-2024 Gloucester Cathedral Leavers Service	3 17-06-2024 Music Week	4 24.06.2024 Transition week	5 1.07.2024 Leavers' play and party	6 8.07.2024 Residential	7 15.07.2024 Leavers' assembly
<b>English Theme</b>	Film text: Francis (from The Literacy Shed)		Non-fiction writing week	<b>Leavers' Production</b> At a level appropriate to Year 6: speak audibly and fluently with an increasing command of Standard English.			
<b>Written outcomes</b>	Write a script for an audio voice-over for Quetico Park.	Write an ending to 'Francis' concentrating on tension and atmosphere	A range of non-fiction writing	At a level appropriate to Year 6: participate in discussions, presentations, performances, role play, improvisations and debates. At a level appropriate to Year 6: gain, maintain and monitor the interest of the listener(s).  At a level appropriate to Year 6: select and use appropriate registers for effective communication.			
<b>Science</b>	Variation and Adaptation  <b>How and why do living things change over time?</b>						
	<b>What is variation?</b> WALT: understand that variation occurs between individuals of the same species and individuals of different species.	<b>Why do offspring inherit characteristics from their parents?</b>  WALT: know and understand that advantageous characteristics are passed down to offspring	<b>What is Adaptation?</b>  WALT: understand that animals adapt to their environment over time and give examples of these adaptations	<b>What is the Theory of Evolution by Natural Selection?</b> WALT: know and understand that all life on Earth began from a single point around 4.5 thousand million years ago WALT: know that living things change over time and that this gradual change is called evolution  WALT: know and understand Darwin's Theory of Evolution by Natural Selection	<b>What can fossils tell us about life long ago?</b> WALT: know how a fossil is formed  WALT: understand what fossils can tell us about living things that died long ago		

	<b>Rights and Responsibilities</b>				
	<b>What are my Rights and Responsibilities?</b>				
<b>PSHE</b>	<b>Two sides to every story?</b>	<b>What's it worth?</b>	<b>What's it worth?</b>	<b>What leads people to take action within their community?</b>	
	WALT: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report;	WALT: Explain some benefits of saving money;  Describe the different ways money can be saved, outlining the pros and cons of each method	WALT: Describe the costs that go into producing an item;  Suggest sale prices for a variety of items, taking into account a range of factors	WALT: Explain what we mean by the terms voluntary, community and pressure (action) group;  Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.	
	<b>Online Safety</b>				
	<b>How can I navigate the internet in an informed, safe and respectful way?</b>				
<b>Computing</b>	<b>Why might someone feel unsafe online?</b>	<b>When and what should we share online?</b>	<b>How can I keep my passwords safe?</b>	<b>What can I do to keep safe online?</b>	
	WALT: describe issues online that give us negative feelings and know ways to get help	WALT: think about the impact and consequences of sharing online	WALT: manage personal passwords effectively	WALT: be aware of strategies to help be protected online	
	<b>Sculpture and 3D: Making memories</b>				
	<b>How can I use sculpture to represent my memories of Tutshill?</b>				
<b>Art</b>	<b>What do self-portraits communicate about an artist?</b>	<b>What are the different ways to create sculpture?</b>	<b>What materials should I choose for my sculpture?</b>	<b>What finishing touches and refinements are needed to my sculpture?</b>	
	WALT: analyse how art can explore the concept of self.	WALT: explore sculptural techniques and use creative experience to develop ideas and plan a sculpture	WALT: apply an understanding of materials and techniques to work in 3D.	WALT: problem solve, evaluate and refine artwork to achieve a chosen outcome.	
	<b>Composing and Performing a Leavers Song</b>				
	<b>How do lyrics and melody work together to convey emotion?</b>				
<b>Music</b>	<b>What vocabulary can I use to describe a piece of music?</b>	<b>What needs to be considered when writing lyrics for a song?</b>	<b>How can lyrics tell a story?</b>	<b>How can a melody bring lyrics to life?</b>	<b>How can I perform with confidence?</b>
	WALT: listen to and describe music	WALT: write lyrics for a song	WALT: organise lyrics into a song structure	WALT: compose a melody	WALT: perform music with confidence and discipline

## Understanding Christianity U 2.7 (Salvation)

### What difference does the Resurrection make for Christians?

<b>RE</b>	<b>Understanding Christianity U 2.7 (Salvation)</b>			
	<b>What difference does the Resurrection make for Christians?</b>			
	<p><b>What do we know about Resurrection?</b></p> <p>WALT: compare our ideas with the Christian belief in Resurrection</p>	<p><b>How does Biblical narrative show Christian belief about the Resurrection?</b></p> <p>WALT: explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p>	<p><b>How do Christians think about the Resurrection during worship?</b></p> <p>WALT: make clear connections between Christian belief in the Resurrection and how Christians worship</p>	<p><b>Why is the Resurrection so important to Christians?</b></p> <p>WALT: explain why some people find belief in the Resurrection makes sense and inspires them.</p>

## Apprendo español (I'm Learning Spanish) - Language Angels

### WHICH COUNTRIES SPEAK SPANISH? HOW DO I COUNT, SAY COLOURS & SAY HOW I FEEL IN SPANISH?

<b>Spanish</b>	<b>Apprendo español (I'm Learning Spanish) - Language Angels</b>						
	<b>WHICH COUNTRIES SPEAK SPANISH? HOW DO I COUNT, SAY COLOURS &amp; SAY HOW I FEEL IN SPANISH?</b>						
	<p><b>Where is Spanish spoken in the world?</b></p> <p>WALT: locate Spain, some Spanish cities and Spanish-speaking countries.</p>	<p><b>How do we greet each other in Spanish?</b></p> <p>WALT: greet each other in Spanish. WALT: ask and answer the question, '¿Cómo estás?'</p>	<p><b>How do I ask and answer the question, 'What is your name?'</b></p> <p>WALT: ask and answer the question '¿cómo te llamas?' in Spanish.</p>	<p><b>Wyedean transition day</b></p>	<p><b>How can I count in Spanish?</b></p> <p>WALT: use numbers 1-10 in Spanish.</p>	<p><b>Y6 residential</b></p>	<p><b>How do I talk about colours in Spanish?</b></p> <p>WALT: use colours in Spanish. WALT: express what my favourite colour is in Spanish.</p>