

Our topics this half-term are 'How is electricity used to power and propel objects?' and 'What skills and qualities do we need to develop, to be successful in our next stage of life?' with Science, D&T and PSHEC leading.



As **writers**, we will be analysing, planning, drafting and redrafting our very own newspaper report using the stimulus, 'Once in a Lifetime'. We will be aiming to further our understanding of the Year 6 expectations for writing and looking to plan and implement these skills within our own writing.

As **readers**, we will be furthering our understanding of how to use the full range of 'Mossgate Reading Superheroes' to retrieve answers from a range of text types. We will look to further our ability to read texts fluently, by working with Mr Thwaites to survey texts to identify how they should be read. This will lead to us being able to answer questions related to the reading domains, identified from our reading SAT as areas for development, with greater accuracy. This will provide us with opportunities to consolidate our understanding ready for high school.



Our class novel is 	In English we will be reading  	In guided reading we will be reading 
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As **mathematicians**, we will learn how to work both efficiently and fluently when taking part in both fluency and reasoning lessons. We will develop our ability to explain our reasoning and identify methods which are more efficient than others. Finally we will apply this knowledge to our Money Sense unit from PSHEC from last half term.

As **scientists**, we will be learning about 'Electricity' and associating the brightness of a lamp buzzer with the number and voltage of cells used in the circuit. We will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Finally, we will recognise the importance of symbols when representing a simple circuit in a diagram, and how circuit diagrams can be used to construct a variety of more complex circuits – helping us to predict whether they will 'work'.



As **educated citizens**, we will be learning about democracy. Alongside this, we will be learning about our value of **Courage**. This value is very apt, as we will also be learning about the need for courage when taking the next step in our school life – moving to high school. We will look at improving our awareness of, and developing our understanding of, the skills and knowledge needed to prepare ourselves for our next step in education. We will learn about: how each person's body belongs to them; how to ask for advice; how to report concerns and the vocabulary needed to do so; knowing where to seek advice; and further our knowledge of privacy and the implications of it.

As **designers**, we will design, build and test our very own moving vehicle! Through researching the aerodynamics of vehicles and ways of propelling vehicles, we will design our very own smaller scale vehicle, to meet a design specification criteria. Part of this unit will look at creating an electrical system as a source of energy. Finally, we will test our vehicles, appraise their performance against our design criteria and then modify them accordingly.



As **theologians**, we will analyse the Five Pillars of Islam and how they are linked whilst explaining how the beliefs and values of Islam might guide a person through life. Furthermore, we will learn the importance of the Ummah for Muslims and that this is a community of diverse members, finding out about the importance of Hajj, including the practices, rituals and how a person might change once becoming a Hajji.

As theologians, we will then use our developed knowledge to discuss the various events that might happen on the journey of life and how people might change over the course of their life and respond thoughtfully to questions about their own journey of life – considering how they have changed so far, how they will continue to change and the support and guidance that might be needed.

As **linguists**, we will continue to develop our knowledge of a number of key skills within the topic of 'School Life'. We will learn how use the pronouns 'il' and 'elle'; ask and answer questions in French about what we can do in school; show that we understand the meaning of a sentence by saying whether it is true or false; and finally take part in a conversation with a partner and show it to the class.



As **sports people**, we will look at adhering to, and implementing, the Olympic Values when taking part in both non-competitive and competitive events. We will also develop our awareness of the skills required within Outdoor Adventurous Activities, for example team building and problem solving. Our PE days are Tuesday and Friday.

As **musicians**, we will create a musical piece to represent the theme of Life's Journey – focusing on leaving school as a stimulus. Within this unit we will work on: maintaining pitch and accuracy whilst holding our own part against another contrasting part; exploring the use of thick/thin textures; select instruments for their sound quality; and control sounds making them get faster or slower and louder or quieter. Finally, we will choose a simple structure to use for our composition.



Key Vocabulary: cell (battery), wire, bulb, bulb holder, buzzer, motor, switch (open/closed), complete circuit, electrical conductor, electrical insulator, component, circuit symbol, circuit diagram, teamwork, challenge, compete, transition, anxieties, apprehension, courage, recorded speech, democracy, government, parliament, party, constituency, Islam, Five Pillars, Ummah, Muslims, Hajj, Hajji, il and elle.

Y6 Key Words: attached, appreciate, communicate, competition, conscience, determined, government, physical, opportunity and recognise.

Homework

- **Reading targets** are checked every **Thursday**. Children will be expected to complete at least one reading quiz a week (80+%) to achieve their reading target. Remember, plenty of reading please with an adult, so support can be provided with unfamiliar vocabulary and checking for

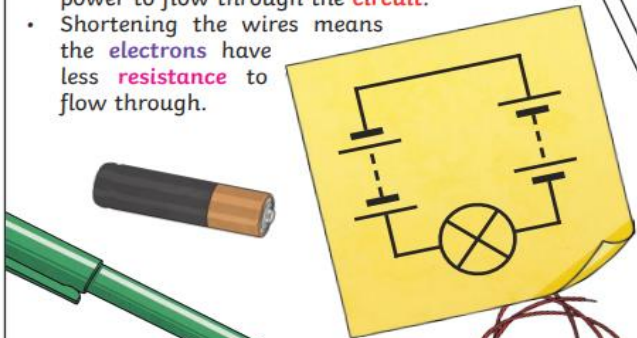
understanding. You might find our reading videos useful which are on our website:

<http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>

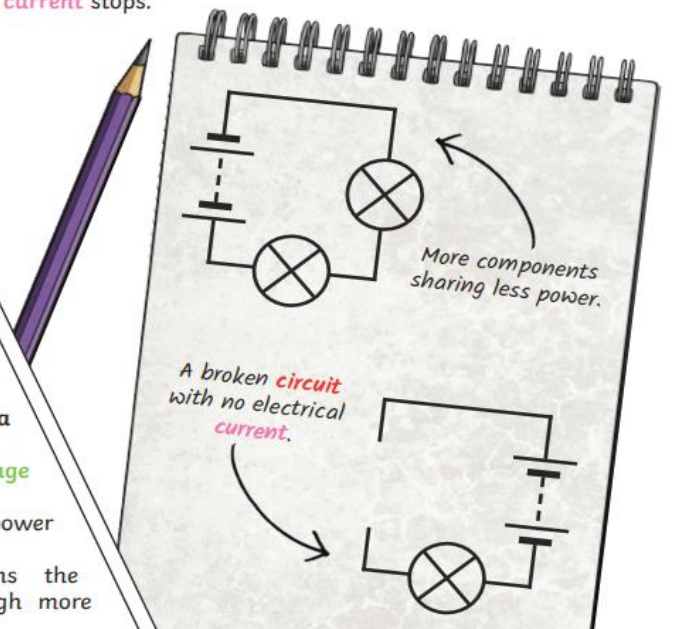
- **Spellings** are handed out every **Friday** and tested weekly on the following **Friday**.
- We will have key **fluency and reasoning** questions to complete as well. The children have been taught the methods to complete the questions independently so need to draw on these methods when carrying out the calculations.

What will make a bulb brighter or a buzzer louder?

- More **batteries** or a higher **voltage** create more power to flow through the **circuit**.
- Shortening the wires means the **electrons** have less **resistance** to flow through.



Series Circuit
A **circuit** that has only one route for the **current** to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter. If just one part of this series **circuit** breaks, the **circuit** is broken and the flow of **current** stops.



What will make a bulb dimmer or a buzzer quieter?

- Fewer **batteries** or a lower **voltage** give less power to the **circuit**.
- More buzzers or bulbs mean the power is shared by more components.
- Lengthening the wires means the **electrons** have to travel through more **resistance**.

