Pupils become aware of themselves as individuals and thic provides and this provides and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves as individuals and the pupils become aware of themselves are also become aware of the pupils become a supplication of the pupils become aware of the pupils become aware of the pupils become aware of the pupils become a supplication of t Pupils become aware of themselves as individuals and this provides and this provides and this provides community and independence.

Pupils become aware of themselves as individuals and this provides and this provides and this provides and independence.

Pupils become aware of themselves and independence community and independence and individuals and individuals and this provides and individuals and this provides and individuals and individuals and this provides and individuals and this provides are individuals and this provides and individuals and this provides are individuals and this provides and individuals and opportunities for greater freedom and independence.

The children will understand more about structions of the children will understand cookially in situations of the children will understand cookially in situations of the children will understand cookially in situations of the children will understand the children will be chi The children will understand more about their need to make informed choices, especially in situations of the values of fairness.

They will use the values of fairness to make informed. They will use the values of fairness moral dilemmas. to make informed choices, especially in situations of fairness, or make informed choices, especially in situations of fairness, or moral dilemmas. They will use the values of issues or moral dilemmas. And justice to resolve issues or kindness. moral dilemmas. They will use the values of fairness or kindness, honesty and justice to resolve issues or kindness, honesty and justice to resolve issues or kindness. The Journey in Love topic will take place this term
The Journey in Love aspects of social emotional and
Which focuses on aspects of social The Journey in Love topic will take place this term and spects of social, emotional and which focuses on aspects of social, emotional and spiritual love. spiritual love.

In pe the children will be following a

Bynnestics scheme focusing on the

elements of performance, balance, Coordination, Rexibility and Collabo.

Fative work. Con return to school

St Georges Year 6 Classes spring Term Overview 2027

ICT

This term the children will be continuing their online safety and applying this to various projects they are assigned and demonstrating their ability to use the internet safely.

The children will be using their knowledge from our Internet Safety lessons and PHSE lessons to create a Safety Poster/Advert.

They will also be exploring websites, webpages and html and applying this into a Web Design project.

Religious Education

The children will continue their studies through 'The Way, the Truth and the Life'

This term the children will be studying two topics 'Exploring the Mass' and "Jesus the Messiah'. Closer to Holy Week, the children will look at the Easter Story and complete work based on this very important time of the year.

Literacy

The children will be developing their literacy skills in differing strands of work. They will be studying 'Instructions', 'Biographies', Persuasive Writing, 'Journalistic Writing' and 'Balanced Argument' Writing. The poetry topic at the end of the term will be using and projecting their voice.

Science

This term, we will be learning about Living things and their habitats. Children will be describing how micro-organisms, plants and animals are classified into groups according to characteristics, similarities and differences. They will also learn what bacteria is, the history of bacteria and what it looks like classified.

The children take part in daily Numeracy lessons. They have a range of arithmetic tasks to help them to warm up their maths brains. Subject areas include: multiplication and division, shape and space, data handling, measurement and mixed numbers, fractions, decimals and percentages, area and perimeter and problem solving.

The Creative curriculum topic this term is "Mouldwide stridies and are we damaging Ont Moulds,. The children Mill leatu apont the position and importance of longitude and latitude, the Northern and Southern hemispheres and the Equator. They will also learn about the differences between the Arctic and Antarctic and understand GNT and other time zones around the world. They will also study ways in which We may be damaging our world, the affect this has and how we can protect our world.

This document is based on the assumption that we will return to school after February Half Term. Adjustments may be made if remote learning continues.

deas for helping your child at home this term

- Talk to your child about the things which make them special. - Enjoy quality time with your child, discussing how they are growing up and Your maturing relationship with them and what your expectations are for them.

Religious Education

- -Discuss Sunday's gospel reading and encourage them to learn the responses.
- -Discuss Wednesday Word activities
- -Encourage quality homework handed in for RE related activities.
- -Discuss the Easter story and Holy Week with your child using the Bible stories.

Literacy

-Ensure your child reads every encourage them to read for up to 30 minutes. -Complete any Literacy based homework ensuring that they have understood the activity. night and

-Encourage your child to use their best

handwriting when completing homework.

-Learn spellings that are sent home. -Help your child to complete the CGP Workbook

-Ensure that all homework is completed and handed in on time.

- -Discuss problem solving strategies and encourage self correction.
- -Practise mental arithmetic strategies linking to the National Curriculum, .
- -Help your child to complete the CGP Workbook

Creative Curriculum

- -Encourage the children to look at atlases, maps and globes that you have at home.
- -Discuss the continents that you have been to on holiday.
- -Find out information about countries that have a special interest to your child.
- -Gather holiday brochures that show photos and give information about the places.
- -Watch television programmes that relate to habitats, animals, places of interest, etc.
- -Take them to the library to choose books that are relevant to the topic.
- Children can research documentaries, books, articles etc which discuss damaging our world and ways we can help to protect

Physical Education

-Encourage your child to take part in physical activity after school and at weekends. This could be simply playing in the park or garden or going on bike rides with the family.

-Talk to your children about the need for rules and tactics when watching and playing sports.

-Encourage your child to work well as a member of a team and to be a good sports person.

Science

- -Read articles, books or reports which are related to 'real life' science in the world.
- -Watch science programmes that are of interest to your child.
- -Visit places that reflect the topics studied.

Explore BBC science clips website on the internet.

-Discuss the importance of classification and what this looks like in our world today.