

<b>English</b>
Biographies/Auto-biographies Explanation texts Narrative— Tales of the Arabian Nights.

<b>Mathematics</b>
Wk1—addition, Subtraction, multiply and divide Wk2— Time Wk3-Fraction Wk4—Money Wk5—Properties of shape, statistic

<b>Science</b>
Light

<b>Drama</b>
Hot Seating Thought tunnel Soundscape Role on the wall Thought Packing

<b>Role Play Area</b>
An Arabian City

<b>Design and Technology</b>	
Milestone Indicator	Activities
Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Create a diary of food consumed in one day. Use online tools to search for calorie contents etc and discuss.  Boil, fry, freeze Arabian foods of choice.- adding spices.



<b>RE</b>	
Milestone Indicator	Activities
Christianity	What matters most to Christians and Humanists?

<b>Display ideas</b>
Shield and armour designs Maths—money English—Non- Chronological Report

## Creative Curriculum

### Year 6 Spring 2

### Arabian Nights



<b>Computing</b>	
Milestone Indicator	Activities
Understanding computer networks including the internet: how they provide multiple services, such as the WWW, and the opportunities they offer for communication and collaboration.	Make internet searches using .com, .uk, .sch, .org  Confidently use text formatting tools, including heading and body text.  Contribute to online discussions

<b>Dance</b>	
Milestone Indicator	Activities
Respond to a range of stimuli and accompaniment.  Through dance develop flexibility, strength, technique, control and balance.  Work creatively and imaginatively on their own, with a partner to compose motifs and structure simple dances.	Create own dances with actions.  Children to choose from a variety of music.  Warm up and cool down independently.

<b>History</b>	
Milestone Indicator	Activities
A non-European society that provides contrasts with British history- one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	H- say where a period of history fits in a timeline. H- place a specific event on a timeline by decade. H- place features of historical events and people from past societies and periods in a chronological framework. H- Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.

**PE**

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.



<b>SMSC</b>
Christianity- Easter Story

<b>PSHE</b>
Keeping Safe- What's the score on drugs?

<b>Languages</b>
French songs, poems and rhymes

<b>Educational Visits</b>