

## Etal Class Overview – Summer 1 2025

Subject	What we will learn this half term	
English	<p>Our class focus this term is A Postcard from Prison. Complete units from “A Monster Calls”</p> <p>We will study a short unit looking at the story of Goldilocks and the three Bears. The writing focus will be based on Goldilocks being imprisoned for her behaviour and what happens after the story. This is a short term and includes year 6 SAT’s</p> <p>This half term we will produce a range of writing including:</p> <ul style="list-style-type: none"> <li>● Free write</li> <li>● Write a postcard</li> </ul>	
Maths	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>● Understand and use degrees</li> <li>● Classify angles</li> <li>● Estimate angles</li> <li>● Measure angles to 180 degrees</li> <li>● Draw lines and angles accurately</li> <li>● Calculate angles around a point</li> <li>● Calculate angles on a straight line</li> <li>● Lengths and angles in shapes</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>● Reade and plot coordinates</li> <li>● Problem solving with coordinates</li> <li>● Translation</li> <li>● Translation with coordinates</li> <li>● Lines of symmetry</li> <li>● Reflection in horizontal and vertical lines.</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>● Measure and classify angles</li> <li>● Calculate angles</li> <li>● Vertically opposite angles</li> <li>● Angles in a triangle</li> <li>● Angles in a triangle (special cases)</li> <li>● Angles in a triangle (missing angles)</li> <li>● Angles in a quadrilateral</li> <li>● Angles in polygons</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>● The first quadrant</li> <li>● Read and plot points in the 4 quadrants</li> <li>● Solve problems with coordinates</li> <li>● Translations</li> <li>● Reflections</li> </ul> <p>SAT’s revision J O’R and KM</p>
Science	<p><b>Living things and their habitats</b> (Careers connected to Living Things and their habitats:</p>	

	<p>Zoologist, Veterinary Surgeon, Biologist)</p> <ul style="list-style-type: none"> <li>• Classify living organisms</li> <li>• Understand the Kingdoms of life</li> <li>• Classify living things using the Linnaean system</li> <li>• Identify the characteristics of different types of organisms</li> <li>• Investigate Asexual reproduction through spore dispersal</li> <li>• Classify and describe a living organism</li> </ul>
<p>Humanities (History &amp; Geography)</p>	<p><b>The Kingdom of Benin</b></p> <ul style="list-style-type: none"> <li>• Know that Africa is a continent (retrieval from the geography curriculum)</li> <li>• Know that the Kingdom of Benin was located within the country that is now called Nigeria; there is a modern country called Benin, but this is not directly related to the Kingdom of Benin Who were the Obas, and how was society organised in Benin?</li> <li>• Know that the Obas were part of dynasties, with the kingdom passed down from father to son; the first Oba was called Eweka I; the line of Obas has continued up until the present day</li> <li>• Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire</li> <li>• Who was Oba Ewuare, and how has his reign been interpreted by different people?</li> <li>• Know that trade is a key aspect of the development of large settlements as it means that goods that are not available can be acquired in exchange for goods that a settlement produces in excess</li> <li>• Know that slavery existed across the ancient world and throughout human history, including its reintroduction into England during the reign of Edward VI</li> <li>• Know that primogeniture is a custom in which the eldest son inherits the property and wealth when his father dies (retrieval) What was Benin City like at its height and how did this compare to wealthy European cities at the time?</li> <li>• Know that the wealth of the Kingdom of Benin was concentrated in Benin City, originally known as Edo, but many people lived beyond the city in villages, many of which were divided into villages by walls Know that Benin City was enclosed by massive walls and ditches to protect it from outsiders</li> <li>• How did the Kingdom of Benin come to an end?</li> </ul>
<p>Art &amp; D&amp;T</p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>• Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>• Communicate to their partner what kind of photo portrait they want.</li> <li>• Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>• Create a successful print.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use some Art vocabulary to talk about and compare portraits.</li> <li>• Identify key facts using a website as a reference.</li> <li>• Explain their opinion of an artwork.</li> <li>• Experiment with materials and techniques when adapting their photo portraits.</li> <li>• Create a self-portrait that aims to represent something about them.</li> <li>• Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>
RE	<p>Why do some people believe in God and some not??</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Understand the ideas of incarnation and salvation.</li> <li>• Compare the way that Christians interpret the texts showing the central belief of the resurrection.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Show how Christians put their beliefs into practice in different ways.</li> <li>• Explain that to some Christians the resurrection makes sense and inspires them.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Explain the Christian concepts of sacrifice, resurrection, salvation and hope.</li> <li>• Understand the way in which Christians worship on Good Friday and Easter Sunday.</li> </ul>
PSHE	<p>Family and friends and relationships</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Families and close positive relationships.</p> <p>Roles of people, different families, who to speak to if we are worried</p> <p>Committed relationships, marriage, civil partnership. recognise when a family relationship makes you feel unhappy or unsafe.</p>
PE	<p>We will have PE with NUFC on a Thursday- children should come to school in their PE kit on those days.</p> <p>Each year groups will have a separate full hour of NUFC while the other class complete a maths session</p> <p>We will also run the daily mile every afternoon!</p>
Computing	<p><u>Unit 4.4 - Data and information: Introduction to spreadsheets – continued from last term</u></p>

	<ul style="list-style-type: none"> <li>• Collecting data Collect, organise and input data in a format of their choice into a spreadsheet. They will then explore how data can be structured in a table.</li> <li>• Formatting a spreadsheet Learners will develop their understanding of the structure of a spreadsheet. They will be introduced to cell references, data items and the concept of formatting cells. Learners will see data items formatted in different ways, they will then choose formats for data items before applying formats in their own spreadsheet.</li> <li>• What's the formula? Learners will begin to use formulas to produce calculated data. They will understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot). Learners will create formulas to use in a spreadsheet using cell references and identify that changing inputs will change the output of the calculation.</li> <li>• Calculate and duplicate Learners will calculate data using the operations of multiplication, subtraction, division, and addition. They will use these operations to create formulas in a spreadsheet. Learners will then begin to understand the importance of creating formulas that include a range of cells and the advantage of duplicating in order to apply formulas to multiple cells.</li> <li>• Event planning Learners will plan and calculate the cost of an event using a spreadsheet. They will use a predefined list to choose what they would like to include in their event, and use their spreadsheet to answer questions on the data they have selected. Learners will be reminded of the importance of organising data and will then create a spreadsheet using formulas to work out costs for their event.</li> <li>• Presenting data Learners will gain skills to create charts in Google Sheets. They will evaluate the results from their charts to answer questions. Finally, learners will show they understand that there are different software tools available within spreadsheet applications to present data.</li> </ul>
Music	N/A
French	En classe In the classroom

## Notices

Homework is set on Thursday for pupils to be completed online by the following Thursday. Homework diaries should be signed each week by a parent or guardian and pupils are expected to record independent reading in their homework diaries. Planners are taken in every Friday to be stamped.

## Useful Links

Maths:

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.topmarks.co.uk/maths-games/7-11-years>

<https://play.prodigygame.com/>

<https://play.ttrockstars.com/ttrs/dashboard>

timestables.co.uk

SAT's companion

English:

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.spellingshed.com/en-gb/index.html>

[ReadTheory | Free Reading Comprehension Practice for Students and Teachers](#)

SAT's Companion