





<b>RE</b>		<b>English</b>		<b>Maths</b>	
<p>This topic is called Dialogue and encounter.</p> <p>For "In him we live and move and have our being" (Acts 17:28).</p> <p>In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.</p>		<p>As <b>readers</b>, we engage on the journey of Floella Benjamin in our class text 'Coming to England'. We follow ten-year-old Floella as she and her family set sail from the Caribbean to a new life in London. Alone on a huge ship for two weeks, then tumbled into a cold and unfriendly London, coming to England wasn't at all what Floella had expected . . . What will her new school be like? Will she meet the Queen?</p> <p>As effective writers we will be researching The Windrush Generation and creating non-chronological reports. We will develop our emotive and descriptive literary skills by writing accounts as Floella of her experiences.</p>			
<b>Science</b>		<b>History / Geography</b>		<b>Art/DT</b>	
<b><u>Evolution and Inheritance</u></b>		<b><u>MAAFA</u></b>		<b><u>Food for Life</u></b>	
<p>As Scientists, this project continues to teach children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.</p>		<p>Children will continue to learn about Africa past and present, with a particular focus on Benin. They will trace the development of the slave trade and explore Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>		<p>Children will learn about processed food and healthy food choices. They will make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.</p>	
<b><u>Computing</u></b>		<b><u>PSHE</u></b>		<b><u>French</u></b>	
<b><u>Sensing movement</u></b>		<b><u>Music</u></b>		<b><u>IMPORTANT DATES:</u></b>	
<p>Designing and coding a project that captures inputs from a physical device.</p>		<p>Throughout this half term, Year 6 will be preparing themselves for secondary school. As part of our PSHE and Transition sessions, children will learn how to keep themselves safe and be prepared for independent travel and expectations of high school life.</p>		<p>As performers, Year 6 will be practicing for their end of school production – Im an 11 Year Old – Get Me Out of Here! Children will be learning a range of songs, dances and performing to a large audience at the end of the year.</p>	
				<p><b><u>All about me</u></b> Age, Address, Nationalities, Languages, Family, Physical description, Personality, Likes and dislikes, Hobbies, Talents and skills</p> <p><b><u>Grammar &amp; verbs</u></b> Use of the verbs <i>Être, Habiter, Aimer, Préférer, Parler</i> and <i>Avoir</i> Phrase <i>Je suis fort en</i></p>	
				<p>Finchley Youth Centre trip: 9<sup>th</sup> June (am) Neasden Temple trip: 15<sup>th</sup> June School Journey: 25<sup>th</sup> June - 30<sup>th</sup> June Sports Day: 1<sup>st</sup> July (pm) Summer Fayre: 2<sup>nd</sup> July 3-5pm Production: 9<sup>th</sup> July 9:30 or 5:30 Ben Kinsella Trust trip: 10<sup>th</sup> July 6P &amp; 13<sup>th</sup> July 6C Reports Out: 10<sup>th</sup> July End of Year Leavers Mass: 14<sup>th</sup> July: 2:30</p>	