

# Year 6

## Spring 1 and 2

Subject	Skill	Context	Vocabulary
<p>To be a scientist</p>	<p>Can chdn identify what a habitat is?</p> <p>Explore the part that flowers play in the life cycle- pollination, seed formation, seed dispersal (Y3). Explore the requirements for life (Y3). Describe the ways in which nutrients and water are transported within animals including humans. Describe how living things are classified into broad groups. Give reasons for classifying plants and animals. Recognise that living things have changed over time and that fossils provide information about the Earth millions of years ago. Identify how animals and plants are adapted to suit their environment in different ways and how this leads to evolution.</p>	<p><u>Phase 1</u> What are the different habitats around the world? What animals live there? How have animals adapted to survive? Dodo case study Inherited or environmental features game.</p> <p><u>Phase 2</u> Designing a creature Collecting leaves to classify. Plants including parts, life cycle and requirements for life. Research a scientist - Mary Anning, Charles Darwin, Alfred Wallace. How have fox's have adapted to their environment?</p> <p><u>Phase 3</u> Classification of animals. How and why? Scientists challenge looking at a theory and the supporting evidence. Looking at Natural History museum website - fossils, skulls.</p> <p><u>Phase 4</u> What do we understand about evolution? The evolution of life sorting game</p>	
<p>To be a geographer</p>	<p>Can they confidently explain scale and use maps with a range of scales? Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p>	<p><u>Phase 1</u> Weather station set up and monitoring. Build a DIY weather station. Why? Where do you live can you find this on a map? What is your route to school? Draw it, talk it, write it...</p>	

	<p>Can they make careful measurements and use the data?  <i>E.g. rainfall, population, temperature, sea level</i>          Can they use maps to answer questions?          Can they use a range of self-selected resources to answer questions?</p>	<p>What is the water cycle, can you make a representation of this?  <u>Phase 2</u>          Weather station monitoring          What is climate change? How can we help the fight against climate change?          If the World were a Village book. Choose a page to represent.  <u>Phase 3</u>          Weather station monitoring          Going to the park research park.  <u>Phase 4</u>          Researching and presenting - Antarctica.</p>	
To be an historian	<p>When and where did the first civilisations exist (recap on previous learning).</p>	<p>Timeline.          From the big bang to the Roman invasion          Stone Age game</p>	
To be an artist	<p>Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles?</p>	<p><u>Phase 1</u>          Who is John Lawrence? Illustrator of Floodland. Find out information about him.          Sketch in the style of John Lawrence.  <u>Phase 2</u>          Creating wood engravings  <u>Phase 3</u>          William Blake  <a href="http://www.tate.org.uk/art/artists/william-blake-39">http://www.tate.org.uk/art/artists/william-blake-39</a>  <u>Phase 4</u>          Creating a visual representation of our own thoughts about climate change.</p>	
To be a designer			

<p>To be a computing designer</p>	<p><b>(Spring 1)</b> Children readily apply filters when searching for digital content.  Children are able to explain in detail how credible a webpage is and the information it contains.  They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy.  Children understand and can explain in some depth the difference between the internet and the World Wide Web.  Children know what a WAN and LAN are and can describe how they access the internet in school.  <b>(Spring 2)</b> Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.  Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other.  Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.  Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.</p>	<p>TBC</p>	
<p>To be linguist</p>	<p>Summer Term</p>		

To be a musician															
To be a sportsman	<p>To develop an awareness of what your body is capable of.</p> <p>To develop speed, strength, coordination. To perform actions that develop agility. To develop stamina and balance.</p> <p>To develop catching. To learn to block. To select and apply tactics of dodgeball. To use jumps, dodges and ducks to avoid being hit.</p> <p>To throw and catch with accuracy under pressure.</p> <p>To develop a bowling action and a batting technique.</p> <p>To develop fielding techniques.</p> <p>To apply the rules of a team game.</p> <p>To develop passing and moving. To defend, to shoot, to change direction of play.</p>	<u>Get Set 4 PE</u> Fitness Dodgeball Netball Rounders													
To be a theologian	<p><u>Phase 1</u>            In what ways do Bahais believe virtues serve people in this life and the next?</p> <p><u>Phase 2</u>            Is it ever right to use violence?</p> <p><u>Phase 4</u>            What does Easter mean to Christians? What does Easter mean to us?</p>	<table border="1"> <tr> <td>Service</td> <td>Cards of kindness</td> </tr> <tr> <td>Love</td> <td>Ongoing</td> </tr> <tr> <td>Hope</td> <td>Floodland</td> </tr> <tr> <td>Aspiration</td> <td>Summer term focus</td> </tr> <tr> <td>Friendship</td> <td>Floodland</td> </tr> <tr> <td>Trust</td> <td>How do we know we trust someone? What does that mean? How does that feel?</td> </tr> </table>	Service	Cards of kindness	Love	Ongoing	Hope	Floodland	Aspiration	Summer term focus	Friendship	Floodland	Trust	How do we know we trust someone? What does that mean? How does that feel?	
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To be a reflector															
Educational Enhancements															
Power of Reading text <i>To be a writer (including grammar)</i>	Floodland by Marcus Sedgwick Outcomes: Letter writing, writing in role, poetry, <b>persuasive speeches</b> , free writing opportunities, cross curricular writing opportunities.														
Collins Maths <i>To be a mathematician</i>	See Collins Maths Spring.														

Big Cat Collins Reading <i>To be a reader</i>	Diamond – Fragile Earth, Mary Anning: Fossil Hunter, Creatures from the past, Light. Sapphire – The Big Bang, Life Cycles, The Life Cycle of the Orca, The incredible life of Sir David Attenborough. Emerald – Everest Ice Climbers, Changing Land, Wonderful Wilderness.	
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