Spring Term

Term: Spring Term

Spring 2.1 Spring 2.2

*See subject progression sheets for skills

Classes:

Laurel & Sycamore

Year Group: 6

Teachers: Mrs Hanslip & Mrs Benson

Visits and Theme Days:
Crucial Crew, Local Walk

Science

Living Things: Evolution and Inheritance
Exploring inheritance and evolution by investigating how characteristics can be inherited or influenced by the environment.

Knowledge and Understanding

- Define variation and explain inherited and environmental differences.
- Understand that offspring inherit characteristics but are not identical to their parents.
- Identify patterns of inheritance between generations.
- Explain adaptations and how they support survival.
- Understand natural selection and how variation affects survival.
- Explain evolution and how species change over time.
- Identify evidence that supports the theory of evolution.

Working Scientifically

- Classify variations as inherited, environmental or both.
- Identify variables and evaluate scientific methods.
- Assess the reliability of results and conclusions.
- Use evidence to support scientific theories and explanations.

Energy: Circuits, batteries & switches
Developing knowledge of circuits, the effects of changing voltage and how switches contribute to different devices.

History

What was the impact of World War 2 on the people of Britain? Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict.

- Identify the causes of World War 2.
- Identify the different phases in the Battle of Britain.
- Make deductions about the Blitz from photographs.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy, reliability and usefulness of sources.
- Describe the impact WW2 had on women's and African-Caribbean migrant lives.

Geography

Where does our energy come from? Investigating how natural resources and energy are used in the UK and the USA as well as developing an understanding of global time zones.

Knowledge and Understanding

- Explain the importance of energy in everyday life.
- Identify energy sources and their global trade routes.
- Define renewable and non-renewable energy.
- Compare the advantages and disadvantages of energy sources.
- Understand the significance of the Prime Meridian.
- Describe how transport links have changed over time.
- Explain and justify the location of energy sources.

Geographical Skills and Fieldwork

- Locate UK cities and human features using maps.
- Use digital maps and six-figure grid references.
- Design and conduct interviews to collect information.
- Plot locations and features on sketch maps.

PSHE – JIGSAW

The online world: How do I feel about the things I see online?
Exploring how online experiences influence thoughts, feelings and behaviour, recognising online risks and learning how to respond safely to online bullying and other harmful behaviour.

- Understand how online platforms keep users engaged.
- Recognise why online gaming can be risky.
- Analyse how online content can influence how people think and feel.
- Recognise and respond to harmful online behaviour.
- Recognise that what we post online can affect ourselves and others.
- Explain ways to positively respond to online experiences.

Citizenship: How can we protect everyone's rights?
Exploring human rights, laws and how the legal system helps uphold fairness in society.

Knowledge and Understanding

- Understand that human rights protect everyone.
- Explain the relationship between rights and responsibilities.
- Understand freedom of expression and respecting others.
- Explain why education is a fundamental human right.

• Knowledge and Understanding • Identify electrical components and explain their functions. • Predict whether circuits will work and explain why. • Explain how the number of components affects resistance and bulb brightness. • Understand how resistance affects the flow of electrical current. • Explain how voltage and the number of cells affect electrical components. • Predict how voltage affects bulbs, buzzers and motors. • Construct circuits using switches to solve practical problems. • Working Scientifically • Draw circuit diagrams using standard symbols. • Design results tables with appropriate headings and units. • Identify changed, measured and control variables when planning investigation.			• Recognise prejudice, discrimination and stereotypes. • Understand the impact of unfair treatment on individuals and groups. • Identify ways to challenge discrimination and promote inclusion. • Explain how laws protect people's rights and safety. • Understand the stages of a trial and the roles involved.
Art and Design – Kapow **Painting and Mixed Media: World in Watercolour.** Exploring artists' use of watercolour, developing watercolour techniques through sketchbook studies and applying these skills in an abstract final painting. **Knowledge and Understanding**	**Design Technology - Kapow** **Mechanical systems: Automata toys** Applying woodworking skills by constructing an automaton with moving parts and mechanisms. **Designing** • Develop and annotate designs to meet the design brief. • Explore cam mechanisms and justify design choices.	**Computing** **Data Detectives** This unit introduces children to Data Detectives, an interactive set of databases challenges that children work through. Children will be expected to interpret information being requested and query databases to find the information. • To find information in databases by filtering and sorting. • To create graphs from data within a	**E-Safety – Common Sense Education** **Digital Friendships** • Compare and contrast different kinds of online-only friendships. • Describe the benefits and risks of online-only friendships. • Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable.

- Explore how artists use sketchbooks to develop ideas.
- Compare artists' use of colour, materials and techniques to represent nature.

Artistic Skills and Techniques
- Use wet-on-wet and wet-on-dry watercolour techniques.
- Control water and colour intensity to create different effects.
- Select appropriate techniques to achieve intended outcomes.
- Develop ideas through sketchbook studies and experimentation.
- Use preparatory studies to create a final composition.

Evaluating
- Evaluate finished artwork, identifying strengths and areas for improvement.

Making
- Measure, mark and cut components accurately.
- Use tools and equipment safely.
- Assemble automata using exploded diagrams.
- Create and decorate moving follower toppers.
- Construct panels to conceal internal mechanisms.
- Finish and decorate automata to meet the design criteria.

Evaluating
- Evaluate the appearance, function and effectiveness of the finished automata.
- Identify strengths and areas for improvement.

Cooking and Nutrition: Come Dine with Me

Developing food preparation and evaluation skills by researching and preparing a three-course meal.

- Find a suitable recipe for their course.
- Record the relevant ingredients and equipment needed.
- Follow a recipe, including using the correct quantities of each ingredient.
- Write a recipe, explaining the process taken.
- Explain where certain key foods come from before they appear on the supermarket shelf.

database.
- To be able to find information in linked table databases.
- To be able to find requested information using databases.

Graphing

This unit explores the benefits of creating common graph types, digitally. Children will create a range of familiar graph types using the 2Graph and 2Calculate tools, exploring features that make it easy to present data in the best possible way.

- To create comparative bar charts using graphing software.
- To create pie charts using graphing software.
- To create line graphs using graphing software.
- To present data in graphs to support an argument.

Spring 2: News and Media Literacy

- Understand the purposes of different parts of an online news page.
- Identify the parts and structure of an online news article.
- Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.

MFL – Grammarsaurus

Physical Description:
- Describe my gender/height/eyes
- Describe my hair colour/length/type
- Say if I wear glasses/a hat/a cap
- Say if I have facial hair
- Describe a myself/others

Personality:
- Talk about my personality
- Take a survey about myself
- Describe a friend's personality

RE – Doncaster Syllabus

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views
- Gain and deploy the skills needed to engage seriously with religions and world views

PE – Get Set 4 PE

Tennis / Net Wall
- Play competitive games, modified where appropriate for tennis
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance– Lessons 5-8

- Develop flexibility, strength, technique, control and balance

Music – Charanga

A New Year Carol
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural

Clothes and Shopping • Name items of clothing (M/F) • Review/Use colours with gender accordingly • Describe clothes with multiple colours • Say what I am wearing/others are wearing • Spell the items of clothing • Review the clothes and their colours • Review numbers up to 100 • Have a conversation in a shop • Buy clothes/shoes in a shop **Easter in France**	**U2.5 Is it better to express your religion in art &architecture or in charity &generosity** **Easter - compare different gospel accounts**	• Perform dances using a range of movement patterns • Compare their performances to achieve personal best **Hockey / Invasion** • Play competitive games, modified where appropriate for hockey and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Yoga** • Develop flexibility, strength, technique, control and balance	memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. **You've got a friend** • Same objectives as above