

Year 6 Curriculum Overview

	English	Mathematics	RE	PE	PSHE	French
Term 1 Fit for Life	<p><u>Fiction</u> Key Text -<u>There's a Boy in the Girls' Bathroom</u> by <u>Louis Sachar</u> Identifying how authors have developed characters and settings. Describe characters, settings and atmosphere. Explaining meaning of words in context. Write diary entries and alternative viewpoint chapters.</p> <p><u>Non-Fiction</u> Biographies – William Harvey & Louis Sachar Identifying the audience for a piece of writing and assessing the effectiveness of a text. Use grammatical and vocabulary features to suit text type.</p> <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> - Using commas to clarify meaning or avoid ambiguity in writing (commas in lists, speech, clauses and phrases) - Using semi-colons, colons or dashes to mark boundaries between independent clauses - Understand, use and identify nouns, verbs, adjective, adverb, determiner, pronoun - Understand, use and recognise subject and object - Use expanded noun phrases to convey complicated information concisely - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Revision of rules • Homophones 	<p><u>Number</u> Place Value - Count, read, write and order numbers up to 10 000 000 (including negative numbers and decimals). Identify the place value of a number with up to 3 decimal places. Round numbers to a required degree of accuracy. Using negative numbers in context. Generate and describe linear number sequences. Multiply and divide numbers by 10, 100 and 1000. Solve number problems using knowledge of place value.</p> <p><u>Shape, space & measure</u> Conversion - Convert measurements of length, mass, and volume. Solve problems involving conversion.</p> <p>Using conversion graphs to convert imperial and metric units of measure.</p>	<p><u>What would Jesus do?</u> Explore Jesus' teachings and how they inspire Christians today.</p> <p>Consider the extent to which Jesus' values would benefit today's world.</p> <p>What is the importance of the value of love? How did Jesus teach his followers to love?</p> <p>What do Jesus' parables about forgiveness teach to Christians today?</p> <p>Consider profound questions about forgiveness.</p>	<p><u>Athletics</u> Completing a decathlon competition by running, throwing, catching, developing technique, mastering control.</p> <p>Develop own games and activity to promote health.</p>	<p><u>How can we keep healthy as we grow?</u> How mental and physical health are linked How positive friendships and being involved in activities such as clubs and community groups support wellbeing How to make choices that support a healthy, balanced lifestyle including: How to plan a healthy meal How to stay physically active How to maintain good dental health, including oral hygiene, food and drink choices How to benefit from and stay safe in the sun How and why to balance time spent online with other Activities How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p>	<p><u>Actions</u> Using action verbs in the first person.</p> <p>Using action verbs in the third person singular.</p> <p>Using some adverbs.</p> <p>Naming craft materials.</p> <p>Using the perfect past tense in the third person singular form.</p>

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Term 2 Remembrance	<p>Fiction Key Text –Warhorse by Michael Morpurgo Making comparisons across books. Discussing use of figurative language. Descriptive narrative of battles with speech to move the action forward. Writing letters in character. Poetry - Use terms: metaphor, simile, imagery, style and effect. Write own poem in the style of Wilfred Owen. Prepare poems to be read aloud using tone and volume. Non-Fiction – Non-Chronological Reports Summarising ideas from more than one paragraph. GPS</p> <ul style="list-style-type: none"> - Understand, use and recognise Coordinating, subordinating conjunctions as well as main and subordinate clauses - Use layout devices e.g headings, sub-headings, columns, bullets or tables to structure texts - Use a colon to introduce a list - Punctuate bullet points consistently - link ideas within and across paragraphs using a wider range of cohesive devices <p>Spelling:</p> <ul style="list-style-type: none"> • Suffixes 	<p>Number Four Operations Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including formal written methods and decimals up to 2 dp. Identify common factors, multiples and prime numbers. Solve multiplication problems using numbers up to 4 digits by a 2-digit numbers using formal and informal methods. Divide numbers up to four digits by up to 2-digits, using short and long division methods, interpreting remainders appropriately. Explore the order of operations, including brackets. Use the inverse to check. Use estimation to check answers to calculations and determine levels of accuracy in a context of a problem. Solve multi-step problems in context, deciding which operations and methods to use and why. Shape, space & measure Properties of shape (angle focus) Draw 2D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and size. Find unknown angles in any triangles, quadrilaterals and regular polygons. Find missing angles on a straight line or where vertically opposite. Name parts of the circle including: radius, diameter and circumference. <i>Recognise and build 3D nets- cross curricular link to DT.</i></p>	<p>What do religions say to us when life gets hard? What do religions say to us when life gets hard? What questions have you got about what happens when we die? What do some people think carries on after we have died? Do some people believe that you can come back to life as a different thing? Do you get to heaven if you do things wrong? What do Christians think happen when we die?</p>	<p>Dance Creating a dance inspired by the New Zealand Haka. Copying and repeating movement. Adapting movements to suit a purpose.</p>	<p>How can we keep healthy as we grow? That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to. That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on Anyone can experience mental ill-health and to discuss with a trusted adult.</p>	<p>In France Learning where some French cities are located in France. Talking about tourist attractions in Paris. Learning about French-speaking countries. Naming popular French foods.</p>

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Term 3 Mayans	<p>Fiction Key Text – <u>Alice in Wonderland by Lewis Carroll</u> Fiction: To write their own short narrative based on a chapter from Alice in Wonderland Non Fiction: To write persuasive adverts based on the food and drink in Alice in Wonderland Poetry: To write their own poems based on ‘Jabberwocky’ by Lewis Carol</p> <p>Write own short story using speech to move the action forward and give character clues. Explore poetry by L Carroll and use etymology to unpick word class.</p> <p>Non-Fiction – Persuasive Writing- product advert and formal letter. Explore impact of vocabulary choices. Summarising ideas from more than one paragraph.</p> <p>Grammar and Punctuation –</p> <ul style="list-style-type: none"> - Using commas to clarify meaning or avoid ambiguity - Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading - Using passive verbs to affect the presentation of information in a sentence - Understand, use and recognise active and passive forms - Using modal verbs or adverbs to indicate degrees of possibility - Using the perfect form of verbs to mark relationships of time and cause - Understand, use and recognise prepositional phrases and subordinating conjunctions <p>Spelling:</p> <ul style="list-style-type: none"> • Suffixes • -fer rules 	<p>Number Fractions, decimals and percentages -</p> <p>Simplify fractions and find common denominators. Compare and order fractions. Add, subtract, multiply and divide fractions. Calculate equivalent decimals and fractions and percentages. Calculate fraction and percentage of amounts. Use equivalent fractions, decimals and percentages to solve problems.</p> <p>Shape, space & measure Geometry – Translate and reflect a shape in 4 quadrants. Write the coordinates of a translated or reflected shape and explain the rule in terms of x and y.</p> <p>Area and Perimeter – Recognise the pattern between shapes of the same area in related to their perimeter. Calculate the area of parallelograms and triangles using a formula.</p> <p>Volume Calculate, estimate and compare the volume of cubes and cuboids.</p>	<p>Why do some people believe God exists? How many people believe in God?</p> <p>Is God real?</p> <p>How do we know what is true? Why do people believe or not believe in God?</p> <p><i>What do Christians believe about how the world began? Do they all share the same idea?</i></p> <p><i>Is God real? Why do some people believe God exists? Why do some people believe God doesn't exist?</i></p>	<p>Outdoor Ball games Throwing, catching, and hitting the ball, working in a team. Considering tactics.</p>	<p>How can the media influence people? How the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions That not everything should be shared online or social media and that there are rules about this, including the distribution of images That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions How text and images can be manipulated or invented; strategies to recognise this To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p>	<p>Family Naming extended family members. Saying how many siblings they have. Talking about the household tasks they do and have done. Forming sentences using “on”. Vocabulary associated with birthday parties.</p>

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Term 4 World War 2	<p>Fiction Key Text – Friend or Foe by Michael Morpurgo Fiction: To write a short story To write a diary entry Non Fiction: To write a newspaper report on the Declaration of War To write a non-chronological report on the Battle of Britain Considering characters’ feelings and actions, using evidence from the text. Create a setting description, using resources to choose ambitious vocabulary. Writing in role as an Evacuee.</p> <p>Non-Fiction Newspaper Reports – reporting on the declaration of war. Retrieve, record and present information from non- fiction. Choosing formal language appropriately.</p> <p>Grammar and Punctuation –</p> <ul style="list-style-type: none"> - Using hyphens to avoid ambiguity - Recognise vocabulary and structures that are appropriate for formal speech and writing, (find out = discover, ask = request, go in = enter) - Recognise difference between structures typical of informal and formal speech – use of question tags and use of subjunctive form - Understand, use and recognise different verb forms including simple, progressive, perfect in present, past and future forms - Use a colon to introduce a list and semicolons within list <p>Spelling:</p> <ul style="list-style-type: none"> • Prefixes and their meanings • Prefixes involving a hyphen 	<p>Number Ratio and proportion Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Algebra Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p>Shape, space & measure Statistics Interpret and construct pie charts and line graphs. Calculate the mean as an average.</p>	<p>What matters most to Christians and Humanists? How should we care for others and the world, and why does it matter? What can we learn from religions about deciding right and wrong? Does religion help people to be good?</p>	<p>Tag Rugby Handling the ball. Running and passing with the ball. Strategies of attack. Strategies of defence. Understanding of game play. Mini Tournament.</p>	<p>How can the media influence people? How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them How to make decisions about the content they view online or in the media and know if it is appropriate for their age range How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have To discuss and debate what influences people’s decisions, taking into consideration different viewpoints</p>	<p>A weekend with Friends Talking about activities that they might do at the weekend. Expressing what they would and wouldn’t like to do. Asking others if they would like to do something. Naming foods associated with midnight feasts. Giving a reason for accepting or declining an invitation.</p>

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Term 5 The end of World War 2	<p>Fiction Key Text – Skellig by David Almond Fiction: To write a descriptive narrative from two different viewpoints To write a playscript based on the events in the story Non Fiction: To write an explanation text, with a focus on technical Geographical vocabulary. Poetry: To write own poem based on a bird, inspired by William Blake’s The Tyger. Features of Coast Explanation text. Read a range of texts about coasts. Note down important information about coasts including from visit to local coastline, making notes and drawings. Create an explanation text about the local coastline.</p> <p>Grammar and Punctuation -</p> <ul style="list-style-type: none"> - Recognise difference between structures typical of informal and formal speech – use of question tags and use of subjunctive form - Understand, use and recognise different verb forms including simple, progressive, perfect in present, past and future forms - Understand how words are related by meaning as synonyms and antonyms - Use the full range of punctuation taught at KS2 - Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures to suit audiences and purposes <p>Spelling:</p> <ul style="list-style-type: none"> • le or ei rules • Homophones 	<p>Number</p> <p>Revision</p> <p>Problem solving and Investigation Solve number and practical problems. Solve problems involving all four operations. Solve addition and subtraction multi-step problems in context. Use estimation to check answers. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping.</p> <p>Shape, space & measure</p> <p>Measure Use, read, write and convert between standard units of time. Solve problems involving converting between units of time.</p> <p>Calculate, estimate and compare volume of cubes and cuboids.</p> <p><i>Investigation of cliff heights using clinometers.</i></p>	<p>What difference does it make? What does it mean for Hindus, Muslims and Christians to commit to key beliefs? How do Muslim people build their community? How does it feel to be a part of the Muslim Ummah? How do Hindus show their commitment to ahimsa?</p>	<p>Netball Learn essential team building skills. Play as part of a team. Learn the rules of a game.</p>	<p>What will change as we become more independent?</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>How friendships may change as they grow and how to manage this</p> <p>How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</p> <p>How puberty relates to growing from childhood to adulthood</p>	<p>The Future The future tense in the first, second and third person singular and first person plural.</p> <p>Using adjectives to compare people.</p> <p>More ways to describe how they are feeling.</p>

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Term 6 Life on Earth	<p><u>Fiction</u> Key Text – Clockwork by Philip Pullman Fiction: To write a short story with a strong moral. Non- fiction: To write own explanation text on fossilisation To write non-chronological report on animal adaptations</p> <p><u>Reading –</u> Model intonation, give children opportunity to read sections of the text. Comprehension based on Clockwork</p> <p><u>Grammar and Punctuation -</u></p> <ul style="list-style-type: none"> - Use the full range of punctuation taught at KS2 - Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures to suit audiences and purposes - Recognise difference between structures typical of informal and formal speech – use of question tags and use of subjunctive form <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Year 5/ 6 words) - Spelling revision- Y5/6 exception word spellings 	<p><i>Cross curricular links to Creative Curriculum</i></p> <p><u>Number</u> Problem solving and Investigation</p> <p>Using scale factor to draw time lines. Using knowledge of place value to understand size of microbes and magnification. Explore number sequences (Fibonacci) in nature.</p> <p><u>Topic</u> Problem solving and Investigation</p> <p>Interpreting graphs, tables and charts. Data Handling. Using clinometers. Investigating circumference.</p>	<p><u>Sikhism Transition Unit</u> What helps you through the journey of life? Explore two key ceremonies that can form part of a Sikh’s life journey. Explore why community is key to Sikh beliefs. To understand the key beliefs of Sikhism. To describe important places for Sikhs.</p>	<p><u>Rounders</u> Learning the rules of a game. Playing as a team.</p>	<p><u>What will change as we become more independent?</u> That people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another. that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime About the reproductive organs and process.</p>	<p><u>Jobs</u> Naming a number of jobs in French. Saying what they want to be when they’re older. Naming some workplaces. Saying vocabulary linked to space stations and fire stations.</p>

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Term 1 Fit for Life	Animals, including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans	<u>Digital Literacy</u> Online Safety Reporting issues Critical thinking: is this information reliable? Pros and cons of modern technology				Design brief based around Science learning, considering nutrients. <i>Children to design, make and evaluate savoury recipe.</i> Identify healthy food choices. Research current healthy produce on the market.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.	Learning Lift-off: Dissect and observe pig/ lamb heart. Introduction to the structure of the heart and the vital role it plays in the circulatory system. Black History Month <i>School Council elections will take place</i>	

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Term 2 Remembrance	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram</p> <p>Working Scientifically</p>	<p><u>Digital Literacy</u></p> <p>Online Safety</p> <p>Reporting issues</p> <p>Online gaming</p> <p>Social media profiles</p>	<p>World War 1 –</p> <p><i>An in-depth study a study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066.</i></p>	<p><u>Locate and identify the countries involved in World War 1.</u></p> <p>Map locations of main battles during World War 1.</p> <p>Notice changes in the map of Europe in 1914 to modern day Europe.</p>	<p>Observational drawings of horses in sketchbooks. Silhouette art of horses in battle, developing skills brushstroke skills using watercolours. Creating poppies. Sculpting clay poppies. Visit memorial in Folkestone.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>		<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <ul style="list-style-type: none"> • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. 	<p>Virtual Art Gallery of war horse inspired art. (To be displayed on website).</p>	<p>History workshop – Education Group – Women in War</p>

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Term 3 The Mayans	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><u>Information Technology</u></p> <p>Online safety</p> <p>Excel spreadsheets</p>	<p><u>Mayans</u></p> <p>A non-European society that provides contrasts with British history – a chosen study of Mayan civilization.</p>	<p><u>Human Geography</u></p> <p>Understand how settlements, natural resources and trade links.</p> <p>Use terms import and export.</p> <p>Discuss why trade needs to be fair.</p> <p>Understand how natural resources are distributed (food).</p> <p><u>Physical Geography</u></p> <p>Use atlases to observe and compare the topographical features of key South American countries.</p>		<p><u>Evaluate existing products.</u></p> <p>Understand the journey of fair trade foods.</p> <p>Taste and evaluate fair trade foods.</p> <p>Design and make own Mayan weaving. Plan own weaving using traditional Mayan colours and patterns based on Art sketches.</p> <p>Develop weaving techniques.</p> <p>Evaluate the plan, process and final product.</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>	<p>Hook: Exploring Fair trade (chocolate) to understand the importance of trade.</p> <p>Outcome: Create a non-chronological report in the style of Horrible Histories.</p>	

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Term 4 World War 2		<p><u>Information Technology</u></p> <p>Online safety</p> <p>3D modelling</p> <p>Green screening and augmented reality</p> <p>Data logging</p>	<p><u>World War 2</u></p> <p>Understanding the progression of World War 2 between 1939 and 1945.</p> <p>Show awareness of the role of Dover in World War 2- Battle of Britain & Operation Dynamo.</p> <p>Use primary and secondary sources to draw inferences on the impact of evacuation.</p> <p>Use primary and secondary sources to discuss the impact of the Blitz on daily life.</p>	<p><u>Mapping skills</u></p> <p>Mapping countries involved in World War 2.</p> <p>Using six-figure grid references to locate bombed sites in key towns/ cities across Europe.</p>	<p>Use of a range of medium to create different effects.</p> <p><i>London in the Blitz. Building on brush technique with watercolours in Term 1, and creating detail with pastels.</i></p>	<p><u>Design an Anderson Shelter</u></p> <p>Using photos, pupils will plan and make their own model Anderson Shelters.</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet ().</p> <ul style="list-style-type: none"> • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. 	<p>VE day class party (T5)</p>	<p>Secret War time tunnels</p>

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<p>Term 5</p> <p>The end of World War 2</p> <p>Coasts</p>	<p><i>Perform experiments to understand the processes of chemical weathering link to prior learning in Year 4/5 on States of Matter.</i></p>	<p><u>Computer Science</u></p> <p>How Google works</p> <p>Computing languages: blocks, Java and Python</p>	<p><u>World War 2</u></p> <p>Understand the purpose of propaganda posters.</p> <p>Understand the impact of rationing.</p> <p>Understand how Britain marked the end of WWII.</p> <p>How did WW11 impact the lives of people within our community?</p> <p><i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>	<p><u>Enrichment week- Changes to local coastlines.</u></p> <p>Fieldwork Study - Enrichment week – Coasts – How have the coastal lines changed?</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p><u>Observational Drawings</u></p> <p>Make observational drawings coastal features.</p> <p>Create natural sculptures at the beach.</p> <p>Using a range of medium to create a collage of local coastline.</p>	<p><u>Designing and creating a VE day menu</u></p> <p>Consider typical foods for a VE day street party.</p> <p>Design and make VE day invitations.</p> <p>Design and make VE day decorations.</p> <p><i>Pupils will use designs to host a VE style street party.</i></p>	<p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p>	<p>Visit to Secret Wartime Tunnels.</p> <p><i>Pupils will learn the importance of coastal safety.</i></p>	<p>Visit from RNLI to discuss coastal safety.</p> <p>Trip to Botany Bay and Joss Bay to explore changes in coastal features.</p>

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Term 6 Life on Earth	<p><u>Living Things and Their Habitats</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics</p> <p><u>Evolution and Inheritance</u> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Computer Science</u></p> <p>Online safety</p> <p>Cotrolling physical systems (Micro:Bit)</p>		<p><u>Physical geography study:</u> Including: climate zones and biomes.</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>How do we communicate through art?</u></p> <p>To learn about great artists, architects and designers in history</p> <p>Children to study a range of artists who overcame adversity to inspire an art project. Art installation project.</p>		<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. 	<p><i>Pupils will perform a production.</i></p> <p><i>Pupils will perform an assembly to reflect on their learning over their time at school.</i></p> <p><u>Study of Key Scientists.</u></p> <p><i>Pupils will research and understand the role Charles Darwin, Mary Anning and Carl Linnaeus played to their respective scientific fields.</i></p>	<p>Science Jamboree</p>