

Spring Term Year 6 Themes, subjects with National Curriculum objectives	
Theme: Finding a voice	Theme: Who do you think you are?
PHASE 1: Inspire and motivate	PHASE 1: Inspire and motivate
Key Question: What is your opinion on mountain expeditions?	Osmington Bay visit
PHASE 2: Learn Specifics	PHASE 2: Learn Specifics
<p>Finding a Voice (English-emotive poetry)</p> <ul style="list-style-type: none"> -Understand underlying themes, causes and points of view -Understand how writers use different structures to create coherence and impact -Compare how writers from different times and places present experiences and use language -Select words and language drawing on their knowledge of literary features and formal and informal -Use varied structures to shape and organise texts coherently 	<p>Short Stories (English)</p> <ul style="list-style-type: none"> -plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary -draft their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -evaluate and edit by: assessing the effectiveness of their own and others' writing
<p>Arguments (English)</p> <ul style="list-style-type: none"> -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning -distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction -use a range of oral techniques to present persuasive arguments -participate in whole-class debate using the conventions and language of debate, including standard English -plan their writing by: <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary 	<p>Sense of Place (Art)</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials (pencil, watercolour). To learn about great artists in history: Hockney, Lowry, Constable.

<ul style="list-style-type: none"> - establish, balance and maintain viewpoints -draft, evaluate, edit and proof read writing 	
<p>Mountains (Geography)</p> <ul style="list-style-type: none"> -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, -describe and understand key aspects of: physical geography, including: mountains and human geography including land use and economic activity 	<p>Coasts revision (Geography)</p> <ul style="list-style-type: none"> -Name and locate counties and cities of the UK geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. -Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom. -Describe and understand key aspects of physical geography and human geography including land use and economic activity.
<p>Programming- Lego Mindstorms (Computing)</p> <ul style="list-style-type: none"> -use sequence, selection and repetition in programs; work with variables and various forms of input and output -design write and debug programs that accomplish specific goals, including controlling or simulating physical systems 	<p>Evolution and Inheritance (Science)</p> <ul style="list-style-type: none"> -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>Manipulating Images (Computing)</p> <ul style="list-style-type: none"> -using art programs to manipulate images relating to landscape/coasts on I pads and laptops. -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
<p>PHASE 3: Apply and Share</p>	<p>PHASE 3: Apply and Share</p>
<p>Parent Presentation on debating- sharing opinions, posing questions, getting involved in the discussion and arguments using facts researched.</p>	<p>Parent Presentation on Osmington Bay, working through aspects of learning related to fossils, evolution, contrasts in the locality and outdoor pursuits.</p>

Non-themed Subjects	
English Skills; - Spelling - Handwriting - Grammar and punctuation	English Skills; - Spelling - Handwriting - Grammar and punctuation
Mathematics - Number; number and place value - Number; addition, subtraction, multiplication and division - Number; fractions - Measurement	Mathematics - Number; fractions (including decimals and percentages) - Number; multiplication and division - Ratio and proportion - Measurement - Geometry - properties of shapes
Belief (RE) Buddhism and Christianity focus -Identify and describe similarities and differences in religious practises and lifestyles both within and between religions -Using appropriate religious and moral vocabulary, identify and describe key features of religions including beliefs, teachings and their meaning. - Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers -Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions	Expressing Faith in Art (RE) -Identify and describe similarities and differences in religious practises and lifestyles both within and between religions -Using appropriate religious and moral vocabulary, identify and describe key features of religions including beliefs, teachings and their meaning. -Describe the meaning of religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions. -Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers -Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions
French (MFL) - listen attentively to spoken language and show understanding by joining in and responding - engage in conversations; - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	

<p>Indoor Athletics (PE) -use running, jumping, throwing and catching in isolation and in combination -develop flexibility, strength, technique, control and balance</p>	<p>Cricket (PE) - play competitive games, modified where appropriate and apply basic principles of batting, fielding and tactics</p>
<p>Hockey (PE) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Gymnastics (PE) -develop flexibility, strength, technique, control and balance, -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<p>Dig for Victory (Environmental Studies) - Work co-operatively to plan what they would like their group to grow in their allotment, considering growing space, seasonality, harvesting time and keeping within a budget. - Investigate the philosophy behind the Fair Trade Organisation. Take part in discussions and debates to share ideas and views. Share information with the rest of the school in a whole school assembly.</p>	<p>Dig for Victory (Environmental Studies) - Develop skills sowing and caring for plants grown from seed, considering growing conditions. Plan when can be planted out, growing space needed and care required to ensure healthy growth. - Be able to thin out seedlings to put them on to establish strong plants ready to be planted into allotments. - Manage budget and sale of any extra plants that may be grown and do not have the space to use in their allotments.</p>
<p>Living things and their habitats (Science) -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>Sound Sculptures (Music) -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 memory -use and understand staff and other musical notations</p>
<p>Animals including humans: Lifestyles (Science) -Explain the function of the heart within the human circulatory system -Describe the structure and function of the lungs -Describe how nutrients are transported around the body -Explain what is needed to maintain a healthy body -Investigate the effect of exercise on pulse rate -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	

