

<p><b>English</b></p> <p><b>Spring 1</b></p> <p><b>Text:</b> <i>King Kong</i> by Anthony Browne  <b>Outcome 1:</b> Journalistic Article  <b>Speaking and Listening Outcome:</b> Press Conference</p> <p><b>Text:</b> <i>Shackleton's Journey</i> by William Grill  <b>Outcome 1:</b> Persuasive Speech to the crew of <i>Endurance</i>  <b>Outcome 2:</b> Narrative based upon the moment the crew step on Elephant Island  <b>Speaking and Listening Outcome:</b> Perform Persuasive Speeches</p> <p><b>Spring 2</b></p> <p><b>Text:</b> Macbeth – Shakespeare's Stories  <b>Outcome 1:</b> Persuasive Letter  <b>Outcome 2:</b> Diary entries from different perspectives  <b>Speaking and Listening Outcome:</b> Act out part of Macbeth</p>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Fractions and Percentages</li> <li>Statistics</li> <li>Angles</li> <li>Mean average</li> <li>Area, Perimeter, Position, Direction</li> <li>Ratio and Proportion</li> <li>Order of operations</li> <li>Draw, compose and decompose shapes</li> <li>Calculating using knowledge of structures</li> </ul> <p><b>PE</b></p> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Invasion games</li> </ul> <p><b>Sports Coaches:</b></p> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Country dance</li> <li>Net/wall games</li> <li>Strike/field games</li> </ul> <p><b>Sports Coaches:</b></p>	<p><b>Science: Classification and Evolution</b></p> <p><b>Knowledge Block 1: How Does Evolution Happen?</b></p> <p><b>Substantive Knowledge (key ideas)</b></p> <ul style="list-style-type: none"> <li><b>Evolution</b> is the change of physical form in a population over a long-time span</li> <li><b>Natural selection</b> is the process which controls that change.</li> <li>In any <b>population</b> there is <b>variation</b> and <b>competition</b> for resources (food, water, mates).</li> <li>Within that variation, organisms that have features which make them better <b>adapted</b> at securing food, water, and mates, are more likely to survive and produce <b>offspring</b> which have <b>inherited</b> those same successful features. Those that are not well adapted will eventually go <b>extinct</b>.</li> <li>Over a long enough timeline all organisms in a population will have those successful features.</li> <li>This is known as the <i>Theory of Evolution by Natural Selection</i> and was developed by <b>Charles Darwin</b> in 1859.</li> </ul> <p><b>Knowledge Block 2: How Charles Darwin discovered the process of Evolution by Natural selection</b></p> <p><b>Substantive Knowledge (key ideas)</b></p> <ul style="list-style-type: none"> <li>Before Darwin, <b>Lamarck's</b> Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks).</li> <li>Darwin as a young man travelled around the world on the <b>HMS Beagle</b>. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a different mechanism of Natural selection</li> </ul>	<p><b>Science – Controlling electrical circuits</b></p> <p><b>Knowledge Block 1: Pushing electrical current</b></p> <p><b>Substantive Knowledge (key ideas)</b></p> <ul style="list-style-type: none"> <li><b>Current</b> is the flow of electricity around a circuit.</li> <li>The power supply in a circuit pushes the current round the circuit</li> <li>The <b>voltage</b> of the power supply is a measure of this push</li> <li>Voltage is measure in <b>volts</b></li> <li>Batteries have a limited store of energy and when this is gone, they can no longer push the current</li> </ul> <p><b>Knowledge Block 2: Electrical Current</b></p> <p><b>Substantive Knowledge (key ideas)</b></p> <ul style="list-style-type: none"> <li>Current is the flow of electricity through a conductor</li> <li>When current passes through a device it makes it work</li> <li>Increasing the voltage (the number of cells in the battery) increases the current. The larger the flow of current, the harder the device works</li> </ul> <p><b>Knowledge Block 3: Electrical resistance</b></p> <p><b>Substantive Knowledge (key ideas)</b></p> <ul style="list-style-type: none"> <li>All parts of a circuit offer resistance to electrical current including the wires.</li> <li>Resistance is the slowing down of electrical current</li> <li>The more devices added into a circuit the greater the resistance</li> <li>This means less current flows around the circuit</li> </ul>
<p><b>PSHE (Jigsaw)</b></p> <p><b>Spring 1</b> Dreams and Goals</p> <p><b>Spring 2</b> Healthy Me</p>	<p><b>Year 6</b></p> <p><b>Spring Term: How do we make the world a better place?</b></p> <p><b>Cultural Capital Experience: Visit to Medina Mosque</b></p>		<p><b>History</b></p> <p>A beacon of light in the dark ages: the early Islamic Civilisation</p> <ul style="list-style-type: none"> <li>I can collect information in interesting and varied ways.</li> <li>I can make sense of ideas, process information and draw my own conclusions.</li> <li>I can refine my understanding based upon new information and share my findings with others.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Baghdad.</li> <li>I can use a range of sources to research features of Baghdad.</li> </ul>
<p><b>R.E.</b></p> <p><b>Spring 1</b></p> <p><b>Concept:</b> Creation  <b>Context:</b> Creation and Science: Conflicting or Complementary?</p> <p><b>Spring 2</b></p> <p><b>Concept:</b> Salvation  <b>Context:</b> <i>What difference does the resurrection make for Christians?</i></p>	<p><b>Art</b></p> <p>Our town quilt  Drawing different buildings in Romsey, progress into creating textile buildings, contribute to the class quilt of Romsey.</p> <p><b>Artist links:</b> Eve Kirk, Henry Moore  <b>Skills:</b> Drawing and Texture</p>	<p><b>Computing</b></p> <p><b>Spring 1</b></p> <p>Common Sense Media linked to internet safety</p> <p><b>Spring 2</b></p> <p>Information Technology; Use Google Docs to publish English/History work.</p>	<p><b>Music</b></p> <p>Rhythm and Aural Games  Traditional Iraqi Instruments – listening to traditional Iraqi music – traditionally a slow tempo, free rhythm and minor mode  The National Youth Orchestra of Iraq  Song Composition – In small groups set the poem 'Invictus' to music using voices and instruments – own and percussion – pitched and unpitched</p> <p><b>Compose and perform</b> a small group song based on the lyrics of the 'Invictus' poem using the inter – related dimensions of music.  <b>Appreciating and understanding</b> music and instruments from another tradition – Iraq  <b>Listen with attention to detail</b> and recall sounds with increasing aural memory</p>