



Year 6 – Spring 1

| ect: | Unit: (Destination question, key learning) | Key Vocab: | At Home: | Educational Visits: (where appropriate) |
|---------|--|--|--|--|
| Maths | <p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>Calculation</p> <ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Ratio and Proportion</p> <ul style="list-style-type: none"> 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, e.g. of measures 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 | <p>factor multiple prime number</p> <p>fraction one for every percent percentage proportion proportionality ratio scale unequal grouping unequal sharing</p> | <p>Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>Maths frame mathsframe.co.uk/en/resources/category/22/most-popular</p> <p>BBC What does ratio mean? - BBC Bitesize</p> <p>Maths of the Day: Roaring Ratios - BBC Bitesize</p> <p>Oak Academy Unit - Oak National Academy (thenational.academy)</p> | |
| English | <p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p> <p>Text: Macbeth by William Shakespeare Re-tell Setting, character, dialogue, atmosphere</p> <p>Non – fiction Discussion - Who is to blame for the tragedy in Macbeth?</p> | | <p>KS2 English: Macbeth - BBC Teach</p> <p>BBC iPlayer - Bitesize Daily: 9-11 Year Olds - English: 6. Dialogue</p> <p>How to structure and punctuate direct speech in fiction - BBC Bitesize</p> | |
| Science | Evolution and Inheritance | adaptation | BBC | |

| | | | | |
|----|--|---|---|--|
| | <p>Exploring variation and inheritance in different living things and how observations and fossil evidence have led to the theory of evolution.</p> <p>To know:</p> <ul style="list-style-type: none"> • Living things have changed over time. • Fossils provide information about living things that inhabited the Earth millions of years ago. • Characteristics are passed from parents to their offspring, but all offspring vary from their parents. • Over time, variation in offspring can affect animals' chances of survival in particular environments. • Animals and plants have adapted to suit their environment over many millions of years and this process can be called evolution. <p>Working scientifically:</p> <ul style="list-style-type: none"> • Sort variation as environmental, inherited or a mixture of both. • Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control. • Comment on the reliability of the results and the degree of trust. • Consider how evidence is used to form theories and the degree of trust the evidence offers. | <p>ancestor characteristic competition environmental evidence evolution extinct fossil gene habitat inherit natural selection offspring peer review population reproduce scientific theory selective breeding species specimen survival survival of the fittest variation</p> | <p>Evolution and inheritance - KS2 Science - BBC Bitesize</p> | |
| RE | <p>Islam (Ramadan/Eid)</p> <p>What helps Muslims to live a good life?</p> <p>Christianity (Easter)</p> <p>How did the Church begin, and where is it now?</p> <p>Buddhism</p> <p>The Buddhist way of life</p> | | | |
| DT | <p>Playground structures</p> <p>Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.</p> <p>Considering effective and ineffective designs.</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>Measuring, marking and cutting wood to create a range of structures.</p> <p>Using a range of materials to reinforce and add decoration to structures.</p> | <p>apparatus design criteria equipment playground landscape features cladding</p> | | |

| | | | | |
|------------------|---|--|--|--|
| | <p>Improving a design plan based on peer evaluation.</p> <p>Testing and adapting a design to improve it as it is developed.</p> <p>Identifying what makes a successful structure.</p> | | | |
| History | <p>What was the impact of World War II on the people of Britain?</p> <p>Unit outcomes:</p> <p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p> <p>Key Questions:</p> <p>Why did Britain go to war in 1939?</p> <p>Who won the Battle of Britain?</p> <p>What do sources tell us about the Blitz?</p> <p>What was evacuation like for children?</p> <p>What impact did WW2 have on women's lives?</p> <p>Why did people migrate to Britain during and after WW2?</p> | <p>accuracy</p> <p>air raid</p> <p>Battle of Britain</p> <p>bias</p> <p>The Blitz</p> <p>evacuation</p> <p>evacuee</p> <p>impact</p> <p>propaganda</p> <p>purpose</p> <p>reliability</p> | <p>KS2 History: World War Two (WW2) (WWII) - BBC Teach</p> | |
| Geography | <p>Where does our energy come from?</p> <p>Unit Outcomes:</p> <p>Describe the significance of energy.</p> <p>Give examples of sources of energy and their trading routes.</p> <p>Define renewable and non-renewable energy.</p> <p>Discuss the benefits and drawbacks of different energy sources.</p> <p>Describe the significance of the Prime Meridian.</p> <p>Identify human features on a digital map.</p> <p>Discuss how transport links have changed over time.</p> <p>Locate UK cities on a map.</p> <p>Use six-figure grid references to identify features on an OS map.</p> <p>Consider and justify the location of energy sources.</p> <p>Design and use interview questions.</p> <p>Plot points on a sketch map.</p> <p>Key Questions:</p> <p>Why is energy important?</p> <p>What is renewable energy?</p> <p>How does the United States generate energy?</p> <p>How does the United Kingdom generate energy?</p> <p>What is the best way to generate energy?</p> <p>Where is the best place for a solar panel on the school grounds?</p> | <p>biofuel</p> <p>coal</p> <p>consumption</p> <p>contour line</p> <p>crude oil</p> <p>dam</p> <p>emissions</p> <p>energy source</p> <p>hydropower</p> <p>natural gas</p> <p>non-renewable</p> <p>nuclear power</p> <p>Prime Meridian</p> <p>producer</p> <p>regenerate</p> <p>renewable</p> <p>replenish</p> <p>sea level</p> <p>solar power</p> <p>time zone</p> <p>urban planner</p> <p>windpower</p> <p>six-figure grid reference</p> | <p>Investigating energy in the UK KS2 Geography Year 5 and Year 6 - BBC Bitesize</p> | |

| | | | | |
|------------------------|--|---|--|--|
| Latin | Minimus Mouse The best days of your life Latin verbs, Roman schools, Roman games, The story of Echo and Narcissus Romans and Britons Latin adverbs, Roman life in Britain, A Traveller's Tale | | | |
| Computing | Programming: Variables in games Data and information: Introduction to spreadsheets | | | |
| Music | How Does Music Improve Our World? Creative composition, Musical styles connect us Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B | | | |
| PSHCE & RSE | Economic wellbeing Outcomes: Understand feelings about money and the impact they can have. Explain how to safeguard money in both digital and physical environments. Know the money changes when moving to secondary school. Understand the risks of gambling. Explain how careers function in different settings and what roles and responsibilities come with them. Explore different career routes and their requirements. | earnings educational requirements expenses gambling responsibilities risks safeguard university valuables workplace | Teaching kids about money Banking for kids NatWest | |
| PE | Rugby Gymnastics | | | |