



Year 6 Spring 2

Science:

Evolution and inheritance

Intent: To recognise that living things have changed over time and that fossils provide about living things that inhabited the Earth millions of years ago.

Sequence of lessons:

1. To give reasons for classifying plants based on specific characteristics.
2. To describe microorganisms.
3. To understand the importance in fossils.
4. To understand adaptation.
5. To investigate how polar bears have adapted to stay warm.
6. To identify how animals have adapted to suit their environment in different ways.

Key Vocabulary: offspring, adapted, survival, environment, evolution, vary, inheritance, characteristics, species, fossils

Impact:

Children will know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

History:

Maya Civilisation

Intent: To identify relevant dates and relevant terms for the period and period labels and that historical periods have characteristics that distinguish them.

Sequence of lessons:

1. To understand when and where the ancient Maya lived.
2. To understand how the Maya settled in the rainforest.
3. To identify the similarities and differences between Maya and Anglo-Saxon homes.
4. To know what the Maya believed.
5. To identify what the archaeological remains tells us about Maya cities.
6. To understand the decline of the Maya cities.

Key Vocabulary: abandon, city-state, Classic period, creation story, decline, restation, drought, hieroglyphics, pyramid, rainforest, slash and burn

Impact:

Children will understand how the Maya settled in the rainforest and built their civilisations and identify the similarities and differences with Anglo-Saxons.

RE:

What Matters Most?

Intent: To look at the different values and some of the traditions from different faiths and worldviews and consider what matters most to each one.

Sequence of lessons:

1. To identify what matters most to me.
2. To identify what matters most to Hindus.
3. To identify what matters most to Humanists.
4. To identify what matters most to Christians.
5. To identify what matters most to Jewish People

Key Vocabulary: values, morals, empathy, Dharma, Karma, Samsara, Moksha, Shabbat, Orthodox Judaism, Reform Judaism, Shahada

Impact:

Children know that people from different faiths and worldviews have the same and different values by exploring the choices that people might make in situations and comparing that to their own.



Fowey Primary School: Half termly Overview



Year 6 Spring 2

Art/DT:

Waistcoats

Intent: To use a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.

Sequence of lessons:

1. To design a waistcoat.
2. To mark and cut fabric according to a design.
3. To assemble a waistcoat.
4. To decorate your waistcoat.

Key Vocabulary:

Annotate, decorate, design criteria, fabric, target customer, waistcoat, waterproof

Impact:

Children will have the skills to design, assemble and decorate a waistcoat.

PE:

Badminton

Intent: Use running, jumping, throwing and catching in isolation and in combination when playing competitive games. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sequence of lessons:

1. To return the shuttlecock using an underarm clear.
2. To return the shuttlecock using an overhead clear.
3. To use a variety of shots to keep a continuous rally going.
4. To develop the serve and understand the rules of serving.
5. To employ tactics to play against an opponent and with a partner.
6. To apply rules, skills and principles to play against an opponent

Key Vocabulary: Abide, dominant, contact, footwork, grip, overhead, placement, rally, recover, return, serve, sportsmanship, stance, tactic, technique underarm

Impact:

Children can manage a game they are playing using attacking and defending tactics in a competitive pairs tournament.

PSHE:

Healthy Me

Intent: The children will discuss taking responsibility for their own physical and emotional health and the choices linked to this.

Sequence of lessons:

1. To take responsibility for my health and make choices that benefit my health and well-being.
2. To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
3. To understand that some people can be exploited and made to do things that are against the law.
4. To know why some people, join gangs and the risks this involves.
5. To understand what it means to be emotionally well and explore people's attitudes towards mental health/illness
6. To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

Key Vocabulary: responsibility, choice, prevention, motivation, exploited, vulnerable, strategies, mental health

Impact:

Children will have the knowledge of how people can be vulnerable to exploitation, mental illness and drug and alcohol abuse.

Year 6 Spring 2

Music:

Theme and variations (Theme: Pop Art)

Intent: Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.

Sequence of lessons:

1. To explore the musical concept of theme and variations.
2. To compare and contrast different variations in the piece *The Young Person's Guide to the Orchestra*.
3. To use complex rhythms to be able to perform a theme.
4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.
5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.

Key Vocabulary: diaphragm, rhythm, tempo, vocal line, orchestra, pulse, legato, $\frac{3}{4}$ time, TIKI-TI, variations, pizzicato

Impact:

Children articulate how themes, variations and rhythms can translate onto different instruments.

English:

Reading:

Year 6 will be reading the text 'The Nowhere Emporium' for the Spring term 2.



Writing:

This half term, the children will begin with writing a Newspaper report using the text 'The Arrival' as stimulus.



They will then finish the half term with writing a mystery narrative on a Literacy Shed video; 'Alma'.

Maths:

Children will be developing their skills within the concept of Percentages. Followed by a unit on measure; focusing on perimeter, area and volume.

