

History is not explicitly taught during the spring term, but is continually revisited through the topic books available in the classrooms, displays that are in the shared areas and through our weekly 5 questions so that we can build on and remember our previous learning whilst other curriculum areas are explored further.



As geographers we discover what a biome is and then identify the main biomes of the world, locating them on a map and then comparing and contrasting the climates of each. We begin to understand the importance of biome diversity and, linking to our science topic of adaptation, how plants and animals have adapted to live in the specific conditions of each biome. We use this knowledge to create an informative biomes display for the classrooms and the shared area.

Year 6 Spring term Natural vs Supernatural

This theme has been designed to inspire our children to find out more about the creatures we share our planet with and the types of environment in which they live. We will explore how living things have evolved and how we as humans reproduce. To enhance the topic, "Zoolab" has been invited to provide a practical workshop to bring our learning to life. In contrast, we will be exploring the supernatural in our English lessons, through film and stories. Titanium and Alma allows the children to create suspense in their narratives as well as giving the opportunity for them to write a police incident report for a supernatural event that has occurred in high school. During relationship and sex education, children continue to learn about the emotional changes that occur as they go through puberty and begin to learn about different loving relationships.

As scientists we learn about how living things have changed over time as well as learning about how the variation in offspring of living things occurs. We look at the work of palaeontologist Mary Anning to be able to explain that fossils provide information about living things that inhabited the Earth millions of years ago. We also discuss how Charles Darwin's ideas have shaped our view of evolution.



During Spring term we participate in OAA. The children learn how to problem solve, work as teams and map reading. Our invasion game topics for the year are tag rugby, basketball, hockey and football. During these topics we learn how to attack and defend, to pass and move into space, communicate and work as a team.



As digital learners, we learn the ways in which information and ideas are shared on the internet. We revise how to stay safe online and how to be kind. We create blogs as a platform to share information. The process includes writing with our audience in mind generating a page which is appealing to the reader. The blog focuses one of our passions which we enjoy celebrating when it comes to sharing this with others.



As artists, we review our drawing of human bodies in proportion to create a self-portrait in an action pose. We learn and practise one point perspective techniques. We look at the work of modern day architects to create city skylines and create our own skyline for a multi-media collage. We practise 'drawing with our eyes' in our observational drawings and learn new watercolour techniques as we take inspiration from plants in our work. We also increase our sculpting techniques as we create a Skellig-inspired pair of wings.



In Spring 1, we learn to sing Benjamin Britten's New Year Carol. We listen to a variety of his music as well as listening to a selection of other people's interpretations of his work. We explore the different ways different musicians can play the same piece of music.

In Spring 2, we learn to sing and play along to You've got a friend by Carole King. We learn to play a two-part glockenspiel section of the song which will help us to practise more complicated rhythmic patterns.

As linguists, we look at the changes our town has gone through since 1950. Using our knowledge of numbers, we speak confidently about different years, before creating a brochure to entice visitors to Milton Keynes. Later, we will explore theme parks learning how to buy tickets and designing a new park.



As thoughtful citizens, we learn about the different relations that make up our community. During relationship and sex education, children continue to learn about the emotional changes that occur as they go through puberty and continue to learn about different loving relationships. Linked in with earlier PSHE units, we learn about the effect social media can have on our self-esteem and begin to question and challenge what we see online.



As children of different faiths, we compare and contrast the story of Easter. We focus this on a study of Holy Week, learning the sequence of key events and look closely at the symbolism of Easter. We again take the time to respectfully compare and contrast the diverse multi-religious beliefs amongst our classes considering children's values, feelings, faith and ways of living.

