



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 will 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 will then 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 will 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 them the opportunity 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 the offspring of living things. 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.



We will learn how to perform rolls, shapes, cartwheels, jumping on to apparatus and challenge ourselves whilst learning gymnastics. As being physically active is, so important we learn balance, agility and co-ordination to enable us to succeed in a range of sports. We take part in a range of multi-skill games to encourage a range of movements. At this point in the year, we learn netball as an invasion game to help with teamwork, passing, movement and co-ordination.

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



As dancers, we use a stimulus to explore different movement ideas and then structure these movement patterns into sequential, choreographed dance phrases based on 'West Side Story'. We rehearse, evaluate the dance phrases and improve them based on feedback and reflection. A final performance is performed and recorded for comparison and further evaluation.

As actors, we use the following strategies to consolidate our existing drama skills and knowledge: story objects, hot seating, freeze framing, thought tracking, conscience alley, forum theatre, telephone conversation, speaking objects and tableaux. Opportunities to improvise and perform in different familiar contexts embed these new skills.



As linguists, we are building up our confidence in speaking another language to our peers and the wider world. Through a role-play, we can make a transaction from a café, restaurant or shop as well as be able to name some delicacies from the country of the language we are learning. Towards the end of this term, we learn about the rest of the world and are able to identify the continents and several countries in either French or German. At this point in our language journey, we are able to understand some parts, if not all, of a short, spoken text.



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.

