

## **TOPIC – Are we damaging our world?**

To describe and understand key aspects of the distribution of natural resources including energy, minerals and water Use maps, atlases and globes to locate countries and describe features studied

To use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Use maps, atlases, globes and digital mapping to locate countries.

## **RE – Beliefs and meaning**

Is anything ever eternal?

Concept: Salvation

## **MATHS**

- Co-ordinates and shape
  - Fractions
- Decimals and Measures

## **English**

This half term we will be reading;

***'The Invention of Hugo Cabret'***

**Outcomes:** Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique

**Main outcome:** Biography

***'Suffergett: The Battle for Equality'***

**Outcomes:** Formal letters, diary entry, balanced arguments, speeches, short news report

**Main outcome:** Persuasive campaign

# YEAR 6 Topic Web SPRING 1

## **PE**

Yoga & Handball

## **Computing: Spreadsheets**

Children be learning how to use spreadsheets and apply them to real life activities.

Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.

## **DT: Mechanical systems – creating a toy for a child**

Generate, as a group, one viable idea after discussion with the teacher.

Cut materials accurately and safely by selecting appropriate tools.

- Assemble a simple cam mechanism as part of the design.
- Use tools with some accuracy and finish their automata animal in a design that they have prepared with some assistance.
- Use design criteria to evaluate what they did well on their product.

## PSHE



## **Music**

- To learn, play, sing and perform 'Let's Rock', 'Simple Things' and 'Friendship should Never End.'
- Skills:**
- Listening, finding and keeping a steady beat, copy-back improvisation, singing, playing instruments.

## **SCIENCE – Living things and their habitats**

### **Classifying animals**

To understand how living things can be classified into groups scientifically and to know the difference between vertebrates and invertebrates.

To observe similarities and differences and use them to classify living things and to decide on the best way to present evidence.

### **The life of Carl Linnaeus**

To know that fungi are one of the five kingdoms of living things and to find out what yeast needs to live.

To interpret observations and use them to develop explanation and moulds are a type of fungi, as is yeast, microbes and fungi can be helpful and harmful.

### **The 5 kingdoms of living things**

To explore the reasons for a classification system and to recognise that there are more than two kingdoms.

To investigate ways in which plants can be classified.