

Year 6 Spring 1

"I determined to do no less than to transform the world with beauty."

William Morris

Thematic Areas of Learning:

As **Scientists**, pupils will build upon what they learnt about fossils in Year 3. They will begin to recognise that scientific ideas change and develop over time. They will study the work of Mary Anning and Charles Darwin to learn about how their ideas have shaped our knowledge and understanding of evolution and natural selection. They will work scientifically to group and classify and use evidence to justify their ideas.

As **Readers**, pupils will read, 'Over Sea, Under Stone' by Susan Cooper. They will learn how Cooper has used language to contribute to meaning as well as refining previously learnt reading skills by applying them to comprehend a variety of linked texts.

As **Historians**, pupils will learn about Britain's settlement by Anglo-Saxons.

As **Artists**, pupils will explore the work of Henri Rousseau and learn techniques with paint to re-create artwork in the same style. They will learn how he influenced the Arts and Crafts movement and create repeating patterns inspired by their Science learning.

English

Pupils will continue to be exposed to a wide range of text types. Each unit of learning will include exploration of the language and presentational features of the text type, opportunities to apply the learning of the language features at a sentence level, followed by planning opportunities and then a chance to write at length.

Maths

Pupils will continue to follow the AET scheme of work. They will spend this term discovering statistics, reasoning with fractions, solving number problems and investigating statistics. Daily arithmetic will continue, in which the pupils retrieve previously learnt topics from their long-term memory.

Religious Education

Pupils will consider if anything is ever eternal. They will evaluate different beliefs about eternity and learn the Christian perspective on this. Pupils will be encouraged to reflect on their own beliefs about whether anything is eternal.

Computing

Pupils will develop their knowledge and understanding of using a computer to produce models. Learners will familiarise themselves with working in a 3D space by designing a 3D house.

Music

Pupils will be exploring rhythm and melody in singing, movement and dance. The pupils will learn about beat, syncopation, pitch and harmony, and take a trip round the world to celebrate the universal language of music.

Physical Education

Pupils will apply basic principles of attacking and defending when learning how to play a competitive game of football.

French

In French, pupils will continue to have opportunities to reinforce their phonic knowledge and will be able to apply this learning to confidently speak in French using words and phrases used in everyday conversation.

PSHE

Pupils will learn what their learning strengths are and, in doing so, will set challenging but realistic goals for themselves. They will plan the learning steps that they need to reach their goal and know who and how to ask for help.

Character

Pupils will continue to develop their leadership responsibilities by tailoring their job roles. They will work as part of a team to organise team sports and be given opportunities to lead Collective Worship.

Coaching

Pupils will be taught, and have opportunities to apply, the GROW model of coaching. They will have opportunities to take part in the coaching process with a view to becoming coaches in the future.

Communities

Learners will learn how communities come in different forms. From animal communities to religious communities, pupils will learn how these groups are an important part of society and the benefits of being part of several different communities.

Conservation

Pupils will be given opportunities to learn how adaptation is integral to the conservation of species. They will also learn that conservation not only applies to the animal kingdom but is also an integral part of art and religion.

Curiosity

Our mastery approach to learning ensures that curiosity is fostered through our use of probing questions. These questions provide a model for children's own questions. They learn how to probe deeper in order to widen their understanding.