

Year 6
Spring Term 1



Geography

Intent: To recognise the physical and human features in South America

Implementation:

- To locate and name the countries of South America
- To identify the climate and biomes of South America
- To discover the major mountain ranges and other physical characteristics in South America
- To find out about the human geography features of South America
- To investigate the trade and industry in South America
- To be able to carry out an in-depth study of a South American Country

Impact: Children can recall some countries in South America. They can identify the physical and human features, making comparisons across countries.

Science

Intent: To understand how animals and plants have evolved over time due to variation, adaptation and natural selection

Implementation:

- To study the scientist Charles Darwin (R)
- To recognise shared characteristics and variations in offspring (IGC)
- To identify variation in plants and animals. (PS)
- To understand that living things are adapted to suit their environment. (R)
- To explore how fossils provide evidence for evolution. (R)
- To understand how natural selection leads to evolution. (PS)

Impact: Children understand and can explain the terms 'evolution', 'inherited characteristics', 'variation', 'adapts' and 'natural selection when explaining the evolution and inheritance of animals and plants.

Computing

Intent: To use variables to design a project that use artwork and algorithms

Implementation:

- To define a 'variable' as something that is changeable
- To explain why a variable is used in a program.
- To choose how to improve a game by using variables.
- To design a project that builds on a given example with reference to algorithms and artwork.
- To use their design to create a project, implementing the algorithms that they created in Lesson
- To evaluate their project by identifying ways it could be improved, variable to extend and sharing with others.

Impact: Children understand what a variable is and how to create and use them in an algorithm to improve a game.

RE

Intent: Why do Hindus want to be good? (Unit 39)

Implementation:

- To discuss who or what is Brahman?
- To explore what is atman and what can be learnt about atman through a Hindu story.
- To investigate what is samsara, why is atman important and is anything else important?
- To analyse how might dharma affect the way someone lives their life.
- To explore what is ahimsa and how does it affect the lives of Hindu people.
- To know why do Hindus want to be good

Impact: Children will have developed their understanding of the Hindu faith and understand why Hindus want to be good

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PE

Intent- to develop their social, agility and balance skills. To develop the use of hand and low apparatus to construct and perform a routine.

Implementation- Physical Education

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage : Hi Baby and Pass it on

Funs Skills: Our sequence of 6 depends on the control , confidence and competency of the individuals' ability to perform the skill.

Funs Static balance stance 4 **Coordination** Foot work 10 Aiming for Blue.

Cog: For 6 weeks we are working on our Cognitive Skills

Implementation:

- 1.Hand apparatus (Ball tricks)
 2. Hand apparatus (Rhythmic sequences)
 3. Hand apparatus (Rhythmic sequences)
 4. Low apparatus (Apparatus circuit)
 - 5.Low apparatus (Bench sequences)
 - 6.Low apparatus (Bench sequences)
- Explore a range hand apparatus to perform tricks
Perform Rhythmic sequences using hand apparatus
Explore different ways to move over low apparatus
Perform Rhythmic sequences using low apparatus whilst combining , partner balances and hand apparatus/
Explore the large apparatus using good body tension and extension, concentrating on coordination of body parts and keeping one hand on the equipment at all time.

Impact: Children can give and receive sensitive feedback to improve themselves eland others., can negotiate and collaborate appropriately. To perform a 32 count gymnastic routine

PSHE

Intent: To understand what a pension is. To respect each other's similarities and differences

Implementation:

To understand what a pension is and why it is important

To understand how to pay into a pension and know how it works.

To know that many autistic people see their autism as a fundamental and positive part of who they are, so it's important to use positive language

To learn strategies to respond to feelings, including intense or conflicting feelings

To value the different contributions that older people make to the community

To respect the differences and similarities between people and recognising what they have in common with others (ageism)

Impact: Children will show respect towards others. Children will know what a pension is. Know how to cope with intense feelings.

Music

Intent: To listen, appreciate and compose music for the genre 'Jazz'

Implementation:

To compare jazz to other genres studied focusing on instrumentation and improvisation

To understand how to write down riffs using notation

To explore the pentatonic and blues scales to improvise

To develop jazz patterns or riffs, rehearse and refine with peer feedback

To work independently to develop their own compositions.

To perform a solo including jazz patterns or riffs, pentatonic or blue scales.

Impact: Children can perform a jazz solo using pentatonic and blue scales; jazz patterns and riffs.

Art

Intent: To show identity through paint developing styles and skills

Implementation:

To investigate Frida Kahlo who explores identity in their work

To develop precision by mastering various brush strokes

To experiment with abstract, figurative, and expressive painting techniques

To plan and design an expressive self-portrait showing personal voice

To create a painting which expresses their identity

To evaluate and reflect on their artwork and skills used

Impact: Children to create a self-portrait, expressing their identity using developed painting styles and skills by mastering brush strokes