Topic Name – Who am I? Dispositions: **Developing Community:** Cultivating Inclusion, Identity and Belonging. **Developing Community:** Creating Unity and Harmony.	**Year Group - Year 6 Spring 2** **Topic Purpose Question –** How does classification and inheritance make us the person we are today?	**Curriculum Coverage: Science** **Topic Purpose** – to develop a deeper understanding of a wide range of scientific ideas by exploring and talking about their ideas, as well as asking their own questions and analysing information. Conclusions should be based on their data and observations and use this evidence to justify their ideas and explain their findings.	**Class Novel: The Hobbit** **Purpose-** to read a fantasy novel by a renowned author. The book is recognised as a classic in children's literature.
Links to previous topics. Year 1 Changes in Living Memory Year 2 Handsworth Now and Then Year 2 Explorers Year 3 Predators of the World Year 5 Industry Year 6 Antarctica **Links to future topics.** Year 6 Evolution Year 6 Black and British **Engage Stage/Memorable Experience** In school workshop - Think Forensic.	**Science** **Living things and their habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Activities: -Identification - Devise a classification key or branching database based on simple physical features for the class. The key should allow a visitor to identify a particular child. Use their keys on other children and adults to test their success. Give reasons for classifying plants and animals based on specific characteristics. **Purpose Question**: Love to investigate – Why are things classified? **Working scientifically** Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Activities: -Data collection - Gather data about physical features of children in the class, such as sex, foot size, height, hand span, arm span, middle digit length and distance from wrist to elbow. Build a spreadsheet to save the data for each class member. Look for patterns and relationships among individual and class measurements. Work out how their height compares with their foot length or arm span. -Gender Characteristics **Purpose Question**: Could some of the gender characteristics be linked?	**History** **A local history study from the child perspective** 1. What pushed people to leave home and what pulled them here? 2. What challenges did the people in the photographs face? Why? 3. Thinking about these portraits of African-Caribbean and South Asian migrants, how might they want to be seen, particularly by friends and relatives they have left behind? 4. Does looking at these photographs help you think about your own family heritage? Key Vocabulary: Persuade, Trends, Major Influence, Summaries, Migration, Heritage, Relatives	**Geography** **Geographical skills and fieldwork** 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. Activity: Our Community - Use an Ordnance Survey map of the local area to plot where each class member lives. Find out if they all live locally or whether some children travel further, from other suburbs or communities. Children should also consider how living in the same community gives them a collective identity. **Purpose Questions:** How might children moving into the area feel on arrival? How can we help people new to the area to feel more included? Look at different types of maps to see what the population, climate etc... of the children's country of heritage is like. Link this closely to the History objectives.
RE Theme: Easter Key Question: Is Christianity still a strong religion 2000 years' after Jesus was on Earth? Religion: Christianity Disposition: Remembering roots **Extended/linked reading**	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Activities: -Taking fingerprints - Take their fingerprints using ink or by lifting their latent prints. Refer to picture cards showing the different fingerprint categories to classify each of their prints and find out which print types are the most common in their class. Display the results using a suitable graphing method. -Nature Vs Nurture Debate **Purpose Question:** How much of our personality, appearance and future is influenced either by our genes or our upbringing and environment? Key vocabulary: foetus, embryo, baby, toddler, teenager, elderly, growth, development, classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals, insects, fossils, evolution, characteristics, reproduction, genetics.	**PE** **Games (Netball) – Sports Coach Led** To be confident to make a variety of passes – bounce, chest, shoulder. Incorporate these into a game. To be able to intercept different types of passing. To know how to keep possession using advanced passing. To be able to pass and shoot accurately. Understand how to defend the different passes in a match. To know the 7 positions of netball. To be able to play a short game of netball and apply the rules. **Gymnastics - Teacher Led (PE Hub Planning)** To perform a 10-element sequence using both floor and equipment. To perform with equipment and respond creatively with music. To create judging criteria and assess a performance against it. To create and perform interesting patterns as part of a group. To perform a 10-element sequence with a 1-minute time limit. Key Vocabulary: Half lever, box splits, bridge, board jumps, splits, dish, arch, bounce.	**Computing** **Data and information – Introduction to spreadsheets** Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. **Managing information online** I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can use different search technologies. I can evaluate digital content and can explain how I make choices from search results. To calculate data using a formula for each operation To use functions to create new data To use existing cells within a formula To choose suitable ways to present spreadsheet data Key Vocabulary: structure, cell reference, data item, formula, calculation, reference, data set.
DT **Structure – Playgrounds - see Kapow Planning** **Skill -** Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to structures. Key Vocabulary: apparatus, design criteria, landscape features, cladding, plan view,	**MFL – Spanish** **Planning through Language Angels** Unit: Do you have a pet?	**Music** **Teaching of music through Junior Jam during PPA** Unit: Signing Level 4