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: Wolf Wilder
Purpose- A story of revolution and adventure, about standing up for the things you love and fighting back, which gives another genre of reading.

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.

Computing
iCreate – iDigital
Taught through Junior Jam

RE
Theme: Easter

Key Question: Is Christianity still a strong religion 2000 years' after Jesus was on Earth?

Religion: Christianity

Disposition: Remembering roots

PSHE
Healthy Me

Being Fit and Healthy
Being Safe
My Amazing Body (forming good habitats)
Good Health Week

Science
Living things and their habitats
Pupils should build on their learning about grouping living things by looking at classification system in more detail. They should be introduced to the idea that broad groups, such as micro-organisms, plants and animals are subdivided. Through direct observation where possible, they should classify animals into commonly found invertebrates (e.g. spider, snails, worms) and vertebrates (reptiles, fish, amphibians, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

Children may find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classifications.

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
Using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.
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 pattern

s 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?

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.

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

PE
Games (Netball) – Sports Coach Led
Ways to improve coordination.
To mark the pass or the shot.
Organisation in and around the semi-circle.
To compete to win the rebounding ball.
To stay active to intercept a pass.
To stay onside in games depending on the position being played.

Key vocabulary: Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.

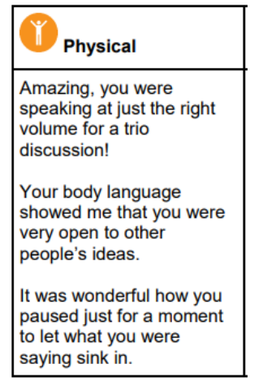
Gymnastics Unit 2 - Teacher Led
To perform a 10-element sequence using both floor and equipment.
To perform with equipment and respond creatively with music.
To create judging criteria and assess a performance against it.
To create and perform interesting patterns as part of a group.
To perform a 10-element sequence with a 1-minute time limit.

Key Vocabulary: Half lever, box splits, bridge, board jumps, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

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.

Oracy



Instigate -
Starts the discussion or moves it onto a new point.
- Initially we could consider…
- I would like to start by saying…
- Let's also think about…
- We haven't yet discussed…
- Having considered the evidence, I would like to begin by saying…

Build - Adds to or builds on an idea.
- Adding onto what ___ said…
- Building on ___ point…
- Developing your point further…
- I agree with you and to elaborate on your point…
- In addition to ____ point…
- To further elaborate on_____ idea…
- I would like to elaborate on _____ idea…

Challenge – Give reason/s to disagree or present an alternative argument.
- Respectfully, I disagree with …… because….
- I hear what you're saying but ….
- That's an interesting point; however; ….
- On the other hand, ….
- You mentioned ……..but what about….
- Have you considered ….

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: Clothes

Music
Composition and Storytelling
- Music and Mood: Explore tempo/dynamics for effect
- Film music listening: Identify how music creates story
- Character motifs - Compose motif for character/emotion
- Compose motif for character/emotion - Compose motif for character/emotion
- Showcase & evaluate

Developing our children's spirituality through the curriculum.

	Mirrors – *Looking in...* Self-Reflection – own feelings/ thoughts/ beliefs 	Windows – *Looking out...* Understanding/ Exploring Others and the World 	Doors – *Looking through...* Take what we've learnt/ discovered and turn it into action 
History			
Geography			
Science			
Art			
DT			