

Y6 Term 2

English	Narrative (setting and character): Dr Jekyll and Mr Hyde Narrative: Suspense story linked to Jekyll and Hyde	Maths	Fractions
Science: Earth and Space			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *describe the movement of the Earth, and other planets, relative to the Sun in the solar system *describe the movement of the Moon relative to the Earth *describe the Sun, Earth and Moon as approximately spherical bodies *use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <u>Scientific Enquiry Skills</u> *answer questions using evidence gathered from different types of scientific enquiry, e.g. describing the effects of gravity as a result of experiment, survey and secondary research. *identify and manage variables, e.g. speed and sizes in falling parachutes. *use appropriate equipment, such as meter rule, to take measurements, e.g. measuring the force needed to pull different shapes of boat through the water. *consider how, by modifying instrument or technique, measurements can be improved, e.g. when recording the apparent movement of the sun. *identify situations in which taking repeat readings will improve the quality of evidence, e.g. investigating the effect of gravity on a falling object. *use labelled diagrams to show complex outcomes, e.g. relating specific adaptations of organisms to environmental factors. *use various ways, as appropriate, to record complex evidence, e.g. in the construction of a key to aid plant identification. *use line graphs to display complex data, e.g. time of day in relation to the position of a shadow. *display and present key findings from enquiries orally and in writing, e.g. deciding how well classifications fit unfamiliar animals and plants. *in conclusions, indicate how trustworthy they are, e.g. when timing falling objects. *write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker *use evidence to suggest further comparative or fair tests that would develop the investigation, e.g. in the design of paper aeroplanes. *identify how an idea is supported or refuted by evidence, e.g. selective breeding to produce animals or plants with desirable characteristics. <u>Notes and guidance (non-statutory)</u> <i>Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Science – key stages 1 and 2 30 Notes and guidance (non-statutory) Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</i> <u>Pupils might work scientifically by:</u> *comparing the time of day at different places on the Earth through internet links and direct communication *creating simple models of the solar system *constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day *finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. Geographical Knowledge *use learning about the Earth's rotation and day and night to identify and understand time zones and the Prime/Greenwich Meridian			

History/Geography: Victorians - What did they invent?

NC objectives from curriculum progression

Children will (be taught to):

Historical Knowledge

- *learn about the Victorian period as a time of great change in terms of urbanisation and technological progress, particularly the birth of the railways
- *identify this period of history on a chronological timeline
- *sequence key developments during this period on a timeline

Historical Concepts

- *identify cause, effect and change when considering how the inventions of the Victorian period fit into a historical trend of humans striving to improve and enrich their lives
- *explain and evaluate the significance of Victorian inventions to modern day life

Historical Enquiry

- *address and devise historically valid questions relating to cause, effect, change and significance
- *construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology
- *write a speech in role as a Victorian travel agent to persuade people to holiday in Margate
- *evaluate a range of primary and secondary sources
- *explore how there can be different interpretations of the same historical event

Geographical Knowledge

- *identify land-use patterns in the local area; and identify changes over time

Geographical Understanding

- *understand geographical similarities and differences; and change, through the study of maps and photographs of Margate from before, during and after the Victorian era – particularly the development of the railway

Geographical Enquiry

- *use maps, atlases and digital/computer mapping to identify land use
- *use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
		Field Trip: How did Victorian industrialisation and urbanisation change Margate? Identify buildings from different eras, land use and the impact of the railway coming to Margate

Art/DT: Art – William Morris Lino Prints

Children will:

Appreciate and Gain Knowledge

- *investigate and discuss the work of William Morris; its uses and popularity; the Victorian context and nature as his inspiration

Research and Design

- *research and learn about the techniques and processes used to produce Morris' prints
- *collect ideas from nature by sketching/photographing plants
- *develop ideas collected to design patterns based on plants
- *annotate and refine designs

Experiment and Create

- *learn about the printing process
- *experiment with the printing process using polystyrene tiles
- *experiment with lino cutting techniques and tools
- *refine skills in order to produce a final art work

Evaluate *express justified opinions on the art work of William Morris * make notes on their progress and how they think they may modify or improve ideas or processes/techniques *write an evaluation of their final art work and the process they went through to produce it, reflecting on how well it meets their intentions
ICT: We are app designers
We are app designers: research, design, make, market and pitch a mobile phone app. Market research using internet, make using PowerPoint, use Green Screen technology to make an advert, pitch in a ‘Dragon’s Den’ scenario. See curriculum progression document for objectives for the year-long project. E-safety – Online Bullying (Project Evolve)
PSHE: Getting On and Falling Out (Anti-Bullying)
Children will be taught: R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
French: School
Children will be taught how to: *repeat and recognise the vocabulary for school subjects. *say what subjects they like and dislike at school. *tell the time in French. *create a French timetable for school. *use the verb aller in French to say what time they go to school.
PE
Indoor PE Fitness & Multi-Skills (Multi-Ability Focus: Health & Fitness) Outdoor PE Invasion Games (Football/Handball) and Outdoor/Adventurous (Multi-Ability Focus: Health & Fitness)
Music
Music Express: Exploring rounds, effects of different pitched notes played together Learning to play the violin: Abracadabra Music theory Space song https://www.youtube.com/watch?v=noiwY7kQ5NQ
RE: Is it better to express your beliefs in arts and architecture or in charity and generosity?
This unit will enable children to: *describe and make connections between examples of religious creativity (buildings and art) (A1). *show understanding of the value of sacred buildings and art (B3). *suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). *apply ideas about values and from scriptures to the title question (C2). *find out about religious teachings, charities and ways of expressing generosity (C3). *examine the title question from different perspectives, including their own (C1).