



## THEMATIC OVERVIEW

Year Group: 6

Term and Duration: Spring 2

Theme: Classification and Evolution

Celebration: Sharing Learning Through Writing

### English Objectives

**Reading** – Whole class reading will be based on 'Letters from the Lighthouse' written by Emma Carroll. It is a story set during the Second World War.

The children will be taught to:

- Understand the meaning of new **vocabulary** in texts
- **Predict** what might happen from details stated and implied
- Draw **inference** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with **evidence**.
- Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
- **Summarise** the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

In addition, the children will be reading and discussing extracts from a range of genres. This will increase the children's understanding of texts relating to weekly themes.

**Writing**- Most focus writing tasks will link to our science topic and our class texts. The children will produce extended writing pieces based on the following genres:

- Letter writing - formal/informal - Letters from the Lighthouse
- Newspaper writing - Letters from the Lighthouse
- Research - Charles Darwin

### Grammar

- Colons
- Semi-colons
- Commas before/after phrases
- Prefixes and Suffixes
- Standard English (formal/informal)
- Present Perfect Tense

### Mathematics Objectives

**Algebra:** Formulae - Forming equations - Solve one-step and two-step equations

**Converting Units:** Metric measures - Convert Metric Measures - Miles and Kilometres - Imperial measures

**Area, Perimeter and Volume:** Area and Perimeter - Area of triangles and Rectangles - Volume of Cuboids

**Ratio:** Ratio and Fractions - Calculating Ratio - Using Scale Factors - Ratio and Proportion

**Statistics:** Read and Interpret Line Graphs - Draw Line Graphs - Use Line Graphs to Solve Problems - Circles - Read, Interpret and Draw Pie Charts - The Mean

### Science Objectives

#### Evolution and Inheritance

- To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To be able to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

<b>Computing Objectives</b>	<b>PSHCE Objectives - Jigsaw</b>	<b>RE Spring 2 Objectives</b>
<p><b>Internet Safety</b> To understand what constitutes acceptable behaviour on the internet.</p> <ul style="list-style-type: none"> <li>- E-Safety – Safe and sensible commenting online</li> <li>- To understands that permission is required to publish pictures of others online</li> <li>- To know that it is unsafe to arrange to meet people online</li> </ul> <p><b>Google Classroom</b></p> <ul style="list-style-type: none"> <li>- Digital Literacy – Using functions of Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>● I can take responsibility for my health and make choices that benefit my health and well-being.</li> <li>● I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>● I understand that some people can be exploited and made to do things that are against the law.</li> <li>● I know why some people join gangs and the risks this involves.</li> <li>● I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness.</li> <li>● I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</li> </ul>	<p><b>What do religions say to us when life gets hard? Christian, Humanist and Hindu.</b></p> <ul style="list-style-type: none"> <li>● Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>● Outline Christian, Hindu and / or non- religious beliefs about life after death.</li> <li>● Explain some similarities and differences between beliefs about life after death.</li> <li>● Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> </ul>
<b>Geography Objectives</b>	<b>Art Objectives</b>	<b>PE Objectives</b>
<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>● To articulate how biomes can be affected by human activity.</li> </ul> <p><b>North America</b></p> <ul style="list-style-type: none"> <li>● Locate the world’s countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</li> <li>● Locate key lakes and rivers in North America, e.g. Colorado and Mississippi.</li> <li>● Research to discover features of villages, towns and cities and appreciate the differences, e.g. American cities/UK cities (based on Route 66)</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>● To learn about a number of well-known sculptures by great artists</li> <li>● To use a variety of materials to create different sculptures to fit a brief</li> </ul>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>● Lead group warm-ups</li> <li>● Demonstrate accuracy and clarity of movement</li> <li>● Make up individual and small group sequences</li> <li>● Use apparatus to support sequences of movement</li> <li>● Use apparatus for flight</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>● Apply strength and flexibility to a broad range of throwing, running and jumping activities</li> <li>● Demonstrate improvement individually and within a group</li> <li>● Work collaboratively to judge others</li> </ul>
<b>Music Objectives</b>	<b>French - This is France</b>	<b>Enrichment Activities</b>
<ul style="list-style-type: none"> <li>● Play a melody following staff notation written on one</li> </ul>	<p>The unit will teach key vocabulary relating to France and, in particular, Paris. The children will learn the</p>	<ul style="list-style-type: none"> <li>● Visit from the PCSO - Internet Safety</li> </ul>

<p>stave and using notes within an octave range.</p> <ul style="list-style-type: none"><li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li><li>• Compose melodies made from pairs of phrases in either C major or A minor. These melodies can be enhanced with rhythmic or chordal accompaniment.</li></ul>	<p>French names for famous French landmarks and how to describe what people do when they visit Paris. Children will be able to:</p> <ul style="list-style-type: none"><li>• answer questions orally using the topic vocabulary;</li><li>• write an answer to a sentence using the topic vocabulary;</li><li>• create sentences independently, using a model sentence;</li><li>• write numbers in words which are multiples of ten;</li><li>• describe position up to 4 compass points.</li></ul>	<ul style="list-style-type: none"><li>• World Book Day - Dress as an adjective!</li><li>• Sponsored read - Usborne Books</li></ul>
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