



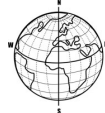
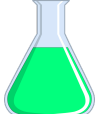










# Our Year 6 Curriculum - Spring 2



<b>Our Lens</b> 	<b>Climate and Biomes</b> - Climates and biomes are important because they show how living things adapt and evolve to survive in their environments. For example, camels have evolved to live in hot deserts, while polar bears are perfectly suited for freezing Arctic biomes. By studying these places, we can see how animals, plants, and even people change over time to fit where they live. This helps us understand the story of life on Earth and why protecting these environments matters.
<b>Big Question</b> 	How has the climate/biome impacted adaptation and evolution in the Galapagos?
<b>Maths</b> 	This half term, we will focus on algebra, perimeter and area, and statistics. These topics are crucial for developing strong mathematical skills and understanding among our pupils. Additionally, lessons will incorporate SAT-style questions to familiarise pupils with the format and expectations of upcoming assessments. We believe these efforts will support their confidence and readiness as they progress through their academic journey.
<b>English</b> 	<p>This half term we will be reading 'The Last Bear' by Hannah Gold and studying Macbeth by Shakespeare (Andrew Matthews). We will be working on evaluating the language, clarifying unfamiliar vocabulary and inferring using evidence from the text in order to better understand character, mood and setting.</p> <p>We will be writing an explanation text based on our previous science topic: adaptation and evolution. How has the iguana adapted and evolved to live in a marine environment? The children will be using their prior knowledge of the Galapagos Islands to answer the question. They will include a range of technical vocabulary, parenthesis and relative clauses, adverbials for cohesion and a range of punctuation including commas, semi-colons, hyphens.</p> <p>We will also celebrate World Book Day on 5th March by dressing up as vocabulary and our final week of half term will be Book Week.</p> <p><b>Educational Visit: Shakespeare Workshop</b></p>
<b>Geography</b> 	In geography, the children will be learning about the Galapagos Islands. They will discover how these islands were formed and explore their climate, biome, and ocean currents. This will help them understand how these factors have shaped the unique plants and animals that live there. They will also learn how these elements have played a key role in helping animals adapt to their environment.
<b>Science</b> 	In science, the children will build on their knowledge of animal characteristics and Carl Linnaeus's system for classifying living things. They will explore Darwin's theory of evolution and the idea of 'survival of the fittest.' The children will learn 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.
<b>Religious Education</b> 	This term we are going to be looking at understanding 'Our Situation' - understanding the position we find ourselves in, the person we are and how we live and interact in the world. Children will explore a range of questions from both their perspective and the perspective of the religion and worldviews being studied. Questions we will aim to answer include: What is the situation in which we find ourselves? Which influences or factors shape a person's situation? Why might a religion or other worldview give meaning to an individual's position or situation?
<b>PSHCE</b> 	The children will be learning about the influence of the media and its impact on people's well-being. They will explore a range of online content and media sources

	<p>to learn about how to decide whether material is appropriate for their age and how to respond appropriately if it is deemed inappropriate.</p> <p><b>British Value - Tolerance</b></p>
<p><b>Music</b></p> 	<p><b>Silent Movies</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts</li> <li>• Use technology appropriately</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>
<p><b>Computing</b></p> 	<p><b>Hacking/code-breaking - Bletchley Park</b></p> <p>Bletchley Park is considered the home of modern computing. In this unit, children can discover the history of Bletchley and learn about code-breaking and password hacking. They will have the opportunity to demonstrate some of their digital literacy skills by creating presentations about historical figures.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain that codes can be used for a number of different reasons and decode messages.</li> <li>• Explain how to ensure a password is secure and how this works.</li> <li>• Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.</li> <li>• Explain the importance of historical figures and their contribution towards computer science.</li> <li>• Present information about their historical figure in an interesting and engaging manner.</li> </ul>
<p><b>French</b></p> 	<p><b>À l'école - At School</b></p> <p>In the spring term pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb "to study", an introduction to time and an expansion of opinions. By the end of the unit, pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</p>
<p><b>Outdoor PE</b></p> 	<p><b>Athletics</b> - In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest speed, distance and accuracy and learn how to persevere to achieve their personal best. Children will learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit, pupils learn the following athletics activities: long-distance running, short-distance running, triple jump, discus and shot put.</p>

## Indoor PE



**Gymnastics** - In this unit, pupils will build on their understanding of how to create sequences in gymnastics. They will learn to use different levels, directions, and pathways, as well as how to link movements smoothly and work with a partner or apparatus. By working together in larger groups, pupils will develop trust and use formations to make their performances look more polished and creative. They will also practice giving and receiving feedback to improve their skills. Throughout gymnastics, pupils will focus on enhancing the quality and control of their movements to create impressive performances.

**Swimming** - Children will be swimming on their fronts, backs and using 'breaststroke' legs. Contrasting activities will focus on skills this term including flotation, rotation, treading water, push and glides and safe entries & submersions. Children will be assessed on their progress and receive a water skills certificate pre end of term.