

<p>English</p> <p>Spring 1</p> <p>Text: <i>King Kong</i> by Anthony Browne Outcome 1: Journalistic Article Speaking and Listening Outcome: Press Conference</p> <p>Text: <i>Shackleton's Journey</i> by William Grill Outcome 1: Persuasive Speech to the crew of <i>Endurance</i> Outcome 2: Narrative based upon the moment the crew step on Elephant Island Speaking and Listening Outcome: Perform Persuasive Speeches</p> <p>Spring 2</p> <p>Text: Macbeth – Shakespeare's Stories Outcome 1: Persuasive Letter Outcome 2: Diary entries from different perspectives Speaking and Listening Outcome: Act out part of Macbeth</p>	<p>Maths</p> <ul style="list-style-type: none"> Fractions and Percentages Statistics Angles Mean average Area, Perimeter, Position, Direction Ratio and Proportion Order of operations Draw, compose and decompose shapes Calculating using knowledge of structures <p>PE</p> <p>Spring 1</p> <ul style="list-style-type: none"> Gymnastics Invasion games <p>Sports Coaches:</p> <p>Spring 2</p> <ul style="list-style-type: none"> Country dance Net/wall games Strike/field games <p>Sports Coaches:</p>	<p>Science: Classification and Evolution</p> <p>Knowledge Block 1: How Does Evolution Happen?</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Evolution is the change of physical form in a population over a long-time span Natural selection is the process which controls that change. In any population there is variation and competition for resources (food, water, mates). Within that variation, organisms that have features which make them better adapted at securing food, water, and mates, are more likely to survive and produce offspring which have inherited those same successful features. Those that are not well adapted will eventually go extinct. Over a long enough timeline all organisms in a population will have those successful features. This is known as the <i>Theory of Evolution by Natural Selection</i> and was developed by Charles Darwin in 1859. <p>Knowledge Block 2: How Charles Darwin discovered the process of Evolution by Natural selection</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Before Darwin, Lamarck's Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks). Darwin as a young man travelled around the world on the HMS Beagle. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a different mechanism of Natural selection 	<p>Science – Controlling electrical circuits</p> <p>Knowledge Block 1: Pushing electrical current</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Current is the flow of electricity around a circuit. The power supply in a circuit pushes the current round the circuit The voltage of the power supply is a measure of this push Voltage is measure in volts Batteries have a limited store of energy and when this is gone, they can no longer push the current <p>Knowledge Block 2: Electrical Current</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Current is the flow of electricity through a conductor When current passes through a device it makes it work Increasing the voltage (the number of cells in the battery) increases the current. The larger the flow of current, the harder the device works <p>Knowledge Block 3: Electrical resistance</p> <p>Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> All parts of a circuit offer resistance to electrical current including the wires. Resistance is the slowing down of electrical current The more devices added into a circuit the greater the resistance This means less current flows around the circuit
<p>PSHE (Jigsaw)</p> <p>Spring 1 Dreams and Goals</p> <p>Spring 2 Healthy Me</p>	<p>Year 6</p> <p>Spring Term: How do we make the world a better place?</p> <p>Cultural Capital Experience: Visit to Medina Mosque</p>		<p>History</p> <p>A beacon of light in the dark ages: the early Islamic Civilisation</p> <ul style="list-style-type: none"> I can collect information in interesting and varied ways. I can make sense of ideas, process information and draw my own conclusions. I can refine my understanding based upon new information and share my findings with others. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Baghdad. I can use a range of sources to research features of Baghdad.
<p>R.E.</p> <p>Spring 1</p> <p>Concept: Creation Context: Creation and Science: Conflicting or Complementary?</p> <p>Spring 2</p> <p>Concept: Salvation Context: <i>What difference does the resurrection make for Christians?</i></p>	<p>Art</p> <p>Our town quilt Drawing different buildings in Romsey, progress into creating textile buildings, contribute to the class quilt of Romsey.</p> <p>Artist Links: Eve Kirk, Henry Moore Skills: Drawing and Texture</p>	<p>Computing</p> <p>Spring 1 Common Sense Media linked to internet safety</p> <p>Spring 2 Information Technology; Use Google Docs to publish English/History work.</p>	<p>Music</p> <p>Rhythm and Aural Games</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music – BBC the history of Music with Naomi and Ludwig</p>