

## Spring 2018 Overview – Year 6

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	<b>Shakespeare</b>				<b>Electricity</b>		<b>Natural disasters</b>			<b>Evolution</b>		
<b>SOLE</b>	Whose fault is it that Juliet died, and why?				Where does electricity come from?		Are some 'natural' disasters man-made?			In what ways might humans evolve?		
<b>History</b>	<p><b>Task: Can you compare Elizabethan theatre/entertainment with theatre/entertainment nowadays?</b> <i>Objective: Use sources of evidence to deduce information about the past.</i></p> <p><b>Task: Can you persuade people to go and watch Romeo and Juliet?</b> <i>Objective: Select suitable sources of evidence, giving reasons for choices.</i></p> <p><b>Task: Can you create a timeline of William Shakespeare's life?</b> <i>Objective: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</i> <i>Objective: Use dates and terms accurately in describing events</i></p>				<p><b>Task: Do you know who Thomas Edison is?</b> <b>Create a poster about Thomas Edison. You might want to do some extra research to find out more about him.</b> <i>Objective: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</i></p>					<p><b>Task: Research Mary Anning or Charles Darwin and present information about their life and their contribution to evolution.</b> <i>Objective: Describe the social, ethnic, cultural or religious diversity of past society.</i></p>		
<b>Geography</b>					<p><b>Task: Do you know what renewable energy is?</b> <b>Research renewable energy and then present information about it in a leaflet.</b> <i>Objective: Describe and understand key aspects of <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</i></p>		<p><b>Task: Why do volcanoes and earthquakes happen? Why do people live in dangerous areas?</b> <b>Create an information leaflet to answer the questions above.</b> <i>Objective: Identify and describe how the physical features affect the human activity within a location.</i> <i>Objective: Describe and understand key aspects of <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</i></p>			<p><b>Task: Match the pictures of fossils with the animals and environments.</b> <i>Objective: Identify and describe how the physical features affect the human activity within a location.</i></p>		

			<p><b>Task: Where do natural disasters happen? Locate volcanoes, fault lines and earthquakes on a map and put key natural disasters on a map with dates and a few key facts.</b></p> <p><i>Objective: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</i></p> <p><i>Objective: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</i></p> <p><b>Can you calculate the difference in temperatures in a variety of cities? Look at the information you have been given, and answer the questions.</b></p> <p><i>Objective: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</i></p>	
<b>Art</b>	<p><b>Task: Can you make a print of a Shakespeare quote?</b></p> <p><i>Objective: Build up layers of colours.</i></p> <p><i>Objective: Create an accurate pattern, showing fine detail.</i></p> <p><i>Objective: Use a range of visual elements to reflect the purpose of the work.</i></p>		<p><b>Task: Can you create artwork in the style of Roy Lichtenstein? Look at the work of Lichtenstein. Produce a piece of artwork featuring some onomatopoeia.</b></p> <p><i>Objective: Develop a personal style of painting, drawing upon ideas from other artists.</i></p> <p><i>Objective: Give details (including own sketches) about the style of some notable artists, artisans and designers.</i></p>	
<b>Design and Technology</b>			<p><b>Task: Create a pouch with a draw string that could be used by a smuggler.</b></p> <p><i>Objective: Create objects (such as a cushion) that employ a seam allowance.</i></p>	
<b>Science</b>		<p><b>Task: Make a poster explaining the electrical symbols.</b></p> <p><i>Objective: Associate the</i></p>		<p><b>Task: Explain how different animals have evolved to adapt to their environment.</b></p>

		<p><i>brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</i></p> <p><i>Objective: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</i></p> <p><i>Objective: Use recognised symbols when representing a simple circuit in a diagram.</i></p> <p><b>Task: Which materials conduct electricity?</b>  <b>Try a range of objects from around the classroom. Which of them will conduct electricity? Create a table showing which objects conduct electricity.</b>  <b>Write a paragraph explaining what conductors are. Write a paragraph explaining what insulators are.</b></p> <p><i>Objective: Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</i></p> <p><i>Objective: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</i></p> <p><b>Task: Do you know the</b></p>		<p><b>Task: Using pictures of your family, explain what characteristics you have inherited.</b></p> <p><b>Task: Match the pictures of fossils with the animals and environments.</b></p> <p><i>Objective: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i></p> <p><i>Objective: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i></p> <p><i>Objective: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p> <p><b>Task: Investigate which is the best 'beak'.</b></p> <p><i>Objective: Plan enquiries, including recognising and controlling variables where necessary.</i></p> <p><i>Objective: Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</i></p>
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<p><b>RE</b></p>	<p><b>Task: Is anything ever eternal?</b>  <i>Objective: Explain how religious beliefs shape the lives of individuals and communities.</i>  <i>Objective: Explain the practices and lifestyles involved in belonging to a faith community.</i>  <i>Objective: Explain their own ideas about the answers to ultimate questions.</i></p> <p><b>Task: Were people more religious in Elizabethan times than they are today?</b>  <i>Objective: Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</i></p>	<p><b>Task: Is Christianity still a strong religion 2,000 years after Jesus was on earth?</b>  <i>Objective: Explain the practices and lifestyles involved in belonging to a faith community.</i>  <i>Objective: Explain their own ideas about the answers to ultimate questions.</i>  <i>Objective: Explain why their own answers to ultimate questions may differ from those of others.</i></p> <p><b>Task: Are there any superheroes in the Bible?</b>  <ul style="list-style-type: none"> <li>• Find a copy of the Old Testament.</li> <li>• Find a story which you feel has a superhero in it.</li> <li>• Retell the story using a storyboard.</li> </ul> <i>Objective: Recognise and express feelings about their own identities. Relate these to</i></p>		

			<i>religious beliefs or teachings.</i>	
<b>ICT</b>	<p><b>Task: Can you create a Shakespeare quiz using PowerPoint?</b>  <i>Objective: Choose the most suitable applications and devices for the purposes of communication.</i>  <i>Objective: Use many of the advanced features in order to create high quality, professional or efficient communications.</i></p>	<p><b>Task: Create a range of electrical circuits in Scratch.</b>  <i>Objective: Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</i></p>	<p><b>Task: Create a collecting game using Scratch. It must include a score and it must link to the topic.</b>  <i>Objective: Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</i></p> <p><b>Task: Can you trust everything you see? Look at the photos. Are they real? Could they be fake? How can you tell? Decide whether each photo is real or fake, and then explain why you have come to this conclusion.</b>  <i>Objective: Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</i></p> <p><b>Task: Can you turn yourself into a super hero? Take photographs of yourself in super poses. Use photo-editing software to show yourself as a superhero.</b>  <i>Objective: Use many of the advanced features in order to create high quality, professional or efficient communications.</i></p>	<p><b>Task: Use the Think You Know website to explore the dangers of using the online safety.</b>  <b>Task: Using Publisher, create a poster explaining the key messages they have learnt about Internet safety.</b>  <i>Objective: Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</i>  <i>Objective: Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</i>  <i>Objective: Understand the effect of online comments and show responsibility and sensitivity when online.</i></p>
<b>PSHE</b>	<p><b>Dreams and goals</b>  <i>Objective: know my strengths and set challenging but realistic goals.</i>  <i>Objective: Understand why it is important to stretch the boundaries of my learning.</i>  <i>Objective: Work out the learning steps I need to take to reach my goal.</i>  <i>Objective: Set success criteria so that I will know whether I have reached my goal</i>  <i>Objective: Identify problems in the world that concern me.</i>  <i>Objective: Consider people in the world who are suffering or living in a difficult situation.</i>  <i>Objective: Work with other people to help make the world a better place.</i>  <i>Objective: Empathise with people.</i></p>			

	<p><i>Objective: Identify why I am motivated.</i></p> <p><i>Objective: Know what some people in my class like or admire about me.</i></p> <p><i>Objective: Give praise and compliments to other people.</i></p>		
<b>Music</b>		<p><b>Task: Learn to play a Hot Cross Buns on the recorder – change the words to it to make it a song about electrical appliances.</b></p> <p><i>Objective: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</i></p> <p><i>Objective: Understand the musical stave.</i></p>	<p><b>Task: What is gospel music? How are songs constructed and what is a musical phrase? We will be learning a song called 'Lean on Me'. This is a song about helping people and being real-life heroes.</b></p> <p><i>Objective: Choose from a wide range of musical vocabulary to accurately describe and appraise music.</i></p>
<b>French</b>	<p><b>The Hungry Caterpillar Book</b></p> <p>Animals</p> <p>Food</p>	<p><b>La Loup Book</b></p> <p>Animals</p> <p>Clothing items</p>	