

# Year 6 Overview Spring 2024

	In class your child will....	At home you could.....
<b>Science</b>		
<b>Evolution and Inheritance (continued from the autumn term)</b>	<p>Recognise that characteristics are passed from parents to offspring, and that living things change over time.</p> <p>Understand that animals have adapted or evolved to suit their environment.</p> <p>Understand that fossils show us the types of animals that lived millions of years ago.</p>	<p>Research Jack Horner (American professional palaeontologist) and create a fact-file about him.</p> <p>Imagine you are going to create a new type of dog. Which two sorts of dogs will you cross? What will the offspring look like? A good website to research types of dogs is: <a href="http://www.justdogbreeds.com/dog-breeds.html">http://www.justdogbreeds.com/dog-breeds.html</a></p>
<b>Light</b>	<p>Learn about how light travels and that mirrors and shiny surfaces alter the direction in which light travels.</p> <p>Understand that to see, light needs to enter the eye.</p> <p>Investigate why shadows have the same shape as the objects that cast them.</p>	<p>Identify materials around the house which reflect light well. Which materials are easy to see when there isn't much light?</p> <p>Create a colour wheel using <a href="https://www.youtube.com/watch?v=yB8A088EUUc">https://www.youtube.com/watch?v=yB8A088EUUc</a></p>
<b>Living Things and their Habitats</b>	<p>Describe the differences in the life cycles of mammals, amphibians, insects and birds.</p> <p>Learn about the stages in the life cycle of a flowering plant.</p> <p>Describe how living things are classified into broad groups according to common characteristics.</p>	<p>Have a look in your garden - what animals can you identify? Which category do they fall into? Are there any categories that are missing and why is that?</p> <p>Go for a walk and look for different seeds.</p> <p>Make observational drawings of animals and seeds.</p> <p>Grow your own seeds and record what you observe in a plant diary.</p>
<b>Computing</b>		
<b>CS Fundamentals</b>	<p>Create programs with different kinds of loops, events, functions, and conditionals.</p> <p>Investigate different problem-solving techniques and discuss societal impacts of computing and the internet.</p> <p>Create interactive stories and games that can be shared with friends and family.</p>	<p>Try the 'Hour of Code' tutorial <a href="https://hourofcode.com/uk/learn">https://hourofcode.com/uk/learn</a></p>
<b>Religious Education</b>		
<b>Why do Hindus want to be good?</b>	<p>Identify and explain the Hindu beliefs of dharma, karma, samsara and moksha using technical terms accurately.</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma and moksha.</p>	<p>Research other Hindu Gods or Goddesses and create a fact-file about them.</p> <p>Watch the story of Rama and Sita (<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnrtd">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnrtd</a>)</p>
<b>What do Christians believe Jesus did to 'save' people?</b>	<p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p> <p>Show how Christians put their beliefs into practice.</p>	<p>Take another look at the images of the commemoration of twentieth-century martyrs at Westminster Abbey (<a href="https://commons.wikimedia.org/wiki/File:Westminster_Abbey_-_20th_Century_Martyrs.jpg">https://commons.wikimedia.org/wiki/File:Westminster_Abbey_-_20th_Century_Martyrs.jpg</a>). Research one of them to understand why they were a martyr.</p>

History		
<b>Local History</b> <b>Was it vile being a Victorian child in Devon?</b>	How the Industrial Revolution changed life in Devon and contributed to the development of Coldharbour Mill in Uffculme. Describe other rural jobs that children had to do. Compare the conditions for rich and poor children in Devon and explain the significance of changes in the law relating to child labour and education during the Victorian Era.	Watch the Horrible Histories series at <a href="https://www.youtube.com/watch?v=HVGaumifWkE">https://www.youtube.com/watch?v=HVGaumifWkE</a> Research prominent Victorians e.g. Isambard Kingdom Brunel, Charles Dickens, Charles Darwin (links to our Evolution studies in science), Lewis Carroll. What lasting contributions did they make to our modern lives?
Design Technology		
<b>Trashion Show</b>	Design and make an outfit out of recycled material.	Design and make a toy out of recycled materials.
Art		
<b>Hundertwasser</b>	Explore shape, colour, texture and pattern to develop and communicate their ideas in a painting.	Take photographs of your house. Use these to make an observational drawing. Paint a picture of your house. Paint a picture of a famous London landmark.
Personal, Social and Health Education		
<b>Dreams and Goals</b>	Explain different ways to work with others to help make the world a better place. Explain what motivates them to make the world a better place.	Research a charity which is important to you. Find out what their aims are and create a fact-file about them. Ask your parents what their dreams and goals were when they were younger. Were they able to achieve them and if they did, what steps did they take to do so?
<b>Healthy Me</b>	Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.	Create your own '10 a day' poster like this one: <a href="https://iscaexeter.co.uk/wp-content/uploads/2020/04/EH4MH-10-a-day-poster.pdf">https://iscaexeter.co.uk/wp-content/uploads/2020/04/EH4MH-10-a-day-poster.pdf</a> What 10 things would you do to help keep you physically, emotionally and mentally healthy?
Music		
<b>Music and Technology</b>	Music and songs are often created and composed using a DAW (Digital Audio Workstation). In this unit of work, there is a combination of live instruments with a DAW. Children will learn to tell the difference between the live sounds and digital sounds and learn invaluable skills in music production that will enrich and enhance their musical journey and inspire creativity.	Experiment with creating their own music using a range of digital and live sounds.
<b>Creative Composition</b>	Children will learn to use chords in compositions to create music that is more harmonically interesting. They will explore how chords are used within the music in this unit by listening and responding to disco music from the 1970's.	Listen to a range of disco songs from artists such as Chaka Khan, the Bee Gees and the Village People who all made their names in the Disco era.
Physical Education		
<b>Dance</b>	Children will work collaboratively to develop an idea or theme into dance choreography. They will learn how to use movement to convey ideas, emotions, feelings and characters. The two dance styles to be studied are bhangra and 70's disco.	<b>To develop skills:</b> Practise linking movements together with a jump, twist or travelling motion. Choose one movement and see if you can adapt it by changing the speed, level or force of the movement.  <b>To be inspired:</b> Watch this video of bhangra dancing at <a href="https://www.youtube.com/watch?v=q8e1vBXxiqU">https://www.youtube.com/watch?v=q8e1vBXxiqU</a>
<b>Gymnastics</b>	The children will learn to combine and perform gymnastic actions, shapes and balances with increased control and fluency. They will explore symmetric and asymmetric actions, counterbalance using pull and push forces and perform in unison and canon using the floor and range of apparatus.	<b>To develop skills:</b> Do stretches to increase flexibility and control. Practise symmetric and asymmetric balances. How many one, two or three point balances can you create?  <b>To be inspired:</b> Watch British Gymnastics on TV (the British Championships for Artistic Gymnastics are on between the 14 <sup>th</sup> and 17 <sup>th</sup> March).

## Languages

### Le week-end

Learn how to ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.

*Play some games to practise the vocabulary for this topic.*

*Go to the website <https://www.languageangels.com/schools/>*

*Click on 'LOGIN'*

*Select 'PUPIL LOGIN'*

*Your username and password are as follows -*

*6N Username: year6s\_2897 Password: LA2022*

*6G Username: year6g Password: LA2022*

*Select 'GAMES' and then click on 'LEVEL 4'*

*Then select our topic 'Le week-end'*