



Barrow Hedges Medium Term Topic Planner (Overview)

Year 6 Spring 2

Darwin's Delight

Art & Design (combined with Strictly Come Dancing Unit): **William Morris**

- To research and continue work in the style of William Morris.
- To create a William Morris inspired design for a wallpaper.
- To use feedback to make amendments and improvements to my work.
- To adapt and refine my ideas in my sketchbook.
- To explain how my work has been inspired by a famous artist.
- To use a range of e-resources to create art.

Music: **Carnival of the Animals Camille Saint Saens**

Each unit in the Year 6 the music curriculum covers the following skills:

- To be able to recognise styles, find the pulse and recognise instruments.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To discuss all dimensions of music.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- Continue to learn about working in a group/band/ensemble.
- To create my own responses, melodies and rhythms.
- To improvise and compose my own music.
- To perform to each other.
- To discuss/respect and improve our work together.
- To record my compositions.

Computing: **We are Adventure Gamers**

- To use Python to solve simple arithmetic questions.
- To plan a game using Python by writing the descriptive text for each of our rooms.
- To create a Python program using the correct syntax.
- To use selection and variables, test and debug as necessary.
- To create a complete game by using procedures for each room, test and debug as necessary.
- To improve our games by adding detail (lists) to room descriptors.

E-safety

- To create and deliver advice on safe online gaming.
- To understand why there is a PEGI age rating on games.

PHSE and Relationships Education: **Good to be Me**

- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with feelings towards ourselves, my family and others in a positive way.
- To recognise the different risks in different situations and then decide how to behave responsibly.
- To develop the skills to be effective in managing relationships.

RE: **Christianity**

- To learn about the events of The Last Supper and how this relates to how Christians celebrate Holy Communion today.
- To find out about what Christians believe about Jesus' death and resurrection and the teaching of forgiveness and eternal life.
- To understand the story of the Ascension and the significance of this to Christians' beliefs.
- To understand the story of Pentecost and recognise how the Holy Spirit is remembered in churches today.



D&T: No focus this half term.

PE:

Outdoors: **Netball and handball**

- To understand the difference in an overhead, bounce and pronation pass.
- To be able to perform passes when stationary and when in motion.
- To be able to deliver and receive a variety of passes, bounce, chest and shoulder pass.
- To develop footwork skills and being able to stop as soon as I receive the ball.
- To develop the use of pivoting.
- To understand the difference between netball and handball
- To select and apply different throwing techniques and tactics in different game situations.
- To know and apply the rules to play a competitive netball and handball game.

Outdoor: **Outdoor, adventurous activities**

- To demonstrate the ability to work with and trust others
- To explore communication challenges
- To take a leading role when working with others
- To communicate effectively whilst in different roles within a team.
- To make efficient route planning decisions.
- To complete an orienteering course under a time pressure.
- To understand how to use bearings and distances.
- To plan an overnight journey and identify the equipment needed.
- To design and build a basic shelter.

History:

No focus this half term.

Geography: **Great Galapagos**

- To identify the Galapagos Islands on a map and say which continent they are on.
- To use maps, aerial photographs, plans and e-resources to describe what the Galapagos Islands are like in terms of climate and physical and human geography.
- To ask questions and investigate answers to help me understand how the Galapagos Islands are geographically distinct and important in terms of climate, vegetation and natural resources.
- To explain geographical similarities and differences between the Galapagos Islands and the UK thinking about climate zone, vegetation belts and biomes
- Plan a journey from the UK to the Galapagos Islands with reference to time zones and journey times.

MFL: **Reading & understanding French**

- To confidently understand and answer questions on different topics applying my knowledge of masculine, feminine and plurals.
- To note the main points.
- To write a paragraph independently on a range of topics.

Science: **Evolution**

- To understand the importance of fossils and how they provide us with information about living things from the past.
- To be able to identify scientific evidence that has been used to support or refute ideas or arguments.
- To be able 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 plan an enquiry that will answer a question.
- To investigate the link between adaptation and evolution.
- To be able to record data in a table.
- To be able to gather data about why a living thing can survive in its habitat.
- To use secondary sources to decide which animals could survive and adapt if there was a change to their environment.
- To investigate the impact of the Galapagos Islands on Darwin's theory of evolution.
- To design a plant which could survive a catastrophe.