



Year 6: Spring 1

English

The Origins of Species by Charles Darwin

Fiction – Discovery Narrative

Non-Fiction – Explanation writing (adaptation)



Mathematics

Number: Ratio

Number: Algebra

Number: Decimals

Number: Fractions, Decimals & Percentages

Measurement: Area, Perimeter and Volume

Statistics

Behaviour:

Be Ready

Be Respectful

Be Safe

School Values

Truth

Fairness

Justice

Joy

Religious Education

Unit 6.3: Why is the Exodus such a significant event in Jewish and Christian history?

Christian Values:
Justice, Faith, Hope, Peace

Christian Concepts:
People of God: God's chosen people. Those people who believe in, follow and belong to God.

Key Vocabulary:
Moses: He was the prophet who led the Hebrew slaves out of Egypt. He also helped them form a special relationship with God.
Exodus: Old Testament book. Exodus means 'going out' in Latin. It is about how Hebrews were led out of Egypt. Moses, their leader, hears God's words and then tells the Israelites.
Israel: A country located in the Middle East. A homeland for Jewish people.
Freedom: Every person to have a choice and show it freely.
Slavery: People being owned and controlled by other people.

Key Knowledge:

- The Exodus is a significant event in Jewish and Christian history.
- Christianity is rooted in Judaism and Jesus celebrated the Passover.
- The story of Moses and the Exodus is told in the Old Testament book of Exodus.
- God spoke to Moses through a burning bush and asked him to set his people free because the Israelites were enslaved by the Egyptian Pharaoh. God sent ten plagues and after the final plague, the Israelites were free; Moses led them to freedom across the Red Sea.

Judaism **World Faiths**

Key Bible Passages:
Moses in the basket being found by Pharaoh's daughter, raised in the palace and why he ran away to Midian. (Exodus 2)
Exodus story in detail from the incident of the burning bush onwards (Exodus 3-15)

Key Questions

- Why did God choose Moses?
- Why is the Exodus such a significant event in Jewish and Christian history?
- What is freedom?
- Why is freedom important?
- What does it mean to be free?

Science - Working Scientifically:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Evolution and Inheritance

Living Things	Habitat	Adaptive Traits
polar bear	arctic	Its white fur enables it to camouflage in the snow.
camel	desert	It has wide feet to make it easier to walk in the sand.
cactus	desert	It stores water in its stem.
toucan	rainforest	Its narrow tongue allows it to eat small fruit and insects.

Offspring
Animals and plants produce offspring that are similar but not identical to them. Offspring often look like their parents because features are passed on.

Charles Darwin and Natural Selection

- Different species of animals had evolved from one shared ancestor.
- Animals had adapted to suit the habitats and environments they live in.
- Those animals that didn't adapt well became extinct. Called the 'Survival of the Fittest'.
- Many religious people were angry at his theory to start with.

Variation
In the same way that there is variation between parents and their offspring, you can see variation within any species, even plants.

Fossils
Fossils are the preserved remains, or partial remains, of ancient animals and plants. Fossils let scientists know how plants and animals used to look millions of years ago. This is proof that living things have evolved over time.

Evolution
Evolution is the gradual process by which different kinds of living organisms have developed from earlier forms over millions of years. Scientists have proof that living things are continuously evolving - even today!

Key Vocabulary

- offspring**: The young animal or plant that is produced by the reproduction of that species.
- inheritance**: This is when characteristics are passed on to offspring from their parents.
- variations**: The differences between individuals within a species.
- characteristics**: The distinguishing features or qualities that are specific to a species.
- adaptation**: An adaptation is a trait (or characteristic) changing to increase a living thing's chances of surviving and reproducing.
- habitat**: Refers to a specific area or place in which particular animals and plants can live.
- environment**: An environment contains many habitats and includes areas where there are both living and non-living things.
- evolution**: Adaptation over a very long time.
- natural selection**: The process where organisms that are better adapted to their environment tend to survive and produce more offspring.
- fossil**: The remains or imprint of a prehistoric plant or animal, embedded in rock and preserved.
- adaptive traits**: Genetic features that help a living thing to survive.
- inherited traits**: These are traits you get from your parents. Within a family, you will often see similar traits, e.g. curly hair.

The dodo was a flightless bird from Mauritius which failed to adapt to its new environment. Humans arrived, hunted it and introduced other animals and so became extinct in 1681.

Biology

Science – Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution



Art Painting and Mixed Media

Year 6 - Painting and mixed media



abstract	Art that doesn't necessarily look like it does in real-life - use shapes, colours, and gestural marks
analyse	To investigate something in detail to understand it
evaluate	To form an opinion about how good or useful something is
interpret	To understand and explain the meaning of something
medium	The materials used to make a piece of art
mixed-media	Art made from a combination of different materials
narrative	Is a story recalling events whether fictitious or true
respond	To create ideas formed from experiencing art of others
tableau	People recreating a scene from a story, painting in a motionless poses

Artists	
David Hockney	Paula Rego
John Singer Sargent	
Fiona Rae	Lubaina Himid



'The Dance', 1988 (acrylic on paper laid on canvas) by Paula Rego



Untitled, 1991 (oil on canvas) by Fiona Rae.

Year 6 - Painting and mixed media



<p>Describe</p> <p>What can you see? What words would you use to describe it? How would you describe the colours, shapes, and people? How would you describe it to someone who can't see it?</p>	<p>Relate</p> <p>Does it remind you of anything? What things do you recognise? How is this similar to other art you have seen? How does it make you feel? What do you find interesting about it?</p>	<p>Analyse</p> <p>How did the artist create this? What questions would you ask the artist? What do you think is the most important part of it? What does it tell you about the subject, artist or time in history?</p>
<p>Interpret</p> <p>What would you name the piece and why? What do you think is happening? If you could step inside the piece what would you hear, see, smell or feel? Does it have a message? What do you think this might be?</p>	<p>Evaluate</p> <p>What do you think is successful or unsuccessful about it? What is most memorable about this piece? What do you think others will think about it? What might other people say about it?</p>	<p>Respond</p> <p>What would you write about this art? What does this piece make you want to say? What style of art work does this make you want to produce? What does this inspire you to do?</p>

Looking at art

Physical Education

Key Vocabulary/skills	
Apparatus (KS1)	The equipment, such as benches/vaults needed to perform or aid the gymnastic sequence.
Balance (KS1)	The ability to keep your body balanced and upright.
Sequence (KS1)	The particular order of movements.
Mount (KS1)	The movement to climb up or onto apparatus safely.
Dismount (KS1)	The movement of safely climbing down or off apparatus.
Landing (KS1)	The last part of the dismount where feet touch the ground.
Spring board(KS1)	A strong board used in gymnastics that gives the ability of jumping higher than usual.
Rolls (KS1)	A movement performed in gymnastics: Teddy bear roll, egg roll, pencil roll, forward roll.
Pathway (KS1)	The chosen route of a routine/sequence.
Transitions (KS2)	A movement, passage, or change from one position, stage, style, concept or place, etc., to another.
Rehearse (KS2)	To practise for intended later performance.
Refine(KS2)	Make minor changes so as to improve or clarify.
Dynamic (KS2)	Dynamics are how the body is moving and this relates to speed, energy and flow.
Unison (KS2)	When more than one person performs a movement/action at the same time.
Canon (KS2)	Each dancer joins in with the lead dancer at various stages and all finish at the same time.

What a gymnastic routine may consist of:

- Different rolls
- Different balances
- A range of jumps and turns
- Mirror/Matching
- Use of levels and changes in speed
- Pieces of apparatus



Gymnastics



Evaluating and analysing performance

- Can watch someone perform
- Identify movements on performance
- Able to compare work with others
- Pick out strengths and weaknesses

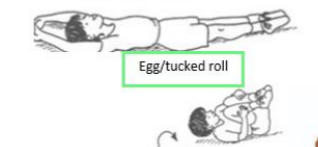
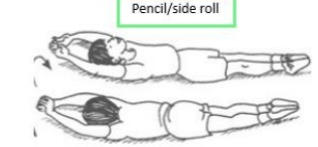
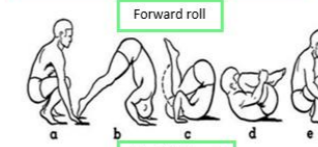
Select and Apply

- Can perform balances, turns and rolls in isolation
- Can link 2/3 balances together
- Can select an appropriate balance, turn or roll in relation to partner
- Uses more complex balances, turns and rolls in a routine

Performance

- Can attempt to balance on 2 points
- Can take weight onto hands
- Can get into a simple balance and hold it
- Can balance on 1 point with control

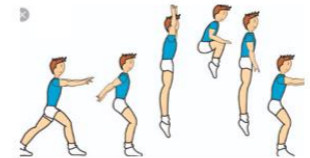
Rolls and Jumps



Teddy bear roll



Tuck jump



Straddle jump



Pike jump



Music

Year 6: Film music

In this unit we explore the music used in film to accompany the action and create atmosphere.

Examples of scenes and types of music

<p>TENSE music</p> <ul style="list-style-type: none"> • Long notes followed by shorts notes or pauses. • Melody switching between two notes (think of 'Jaws'). • Useful for making the viewer think something bad is going to happen. 	<p>PURPOSEFUL music</p> <ul style="list-style-type: none"> • Military drum sounds. • A major key (happy sounding music). • A medium tempo. • Useful for characters getting a job done, or planning to defeat the enemy, etc.
<p>ROMANTIC music</p> <ul style="list-style-type: none"> • Slow, long notes. • Sweeping melodies (getting higher and lower very smoothly and quickly). • High, twinkly notes. • Useful for showing which characters are the love interest. 	<p>DANGER music</p> <ul style="list-style-type: none"> • Getting higher and faster. • Using lots of instruments to create a chaotic sound. • Useful for building a sense of impending doom.

Vocabulary

Chromatics	Notes played from the chromatic scale which can make the music sound 'creepy'.
Composition	A creative work, such as a piece of music.
Evoke	To bring forth emotions.
Graphic score	A way of writing down music on the page without using traditional staff notation, instead using images to represent the music.
Imagery	Visually descriptive music.
Improvise	Making up music as it is played or performed.
Major key	A tonality where the music sounds happy or bright.
Minor key	A tonality where the music sounds sad or tense.
Modulates	Changing from one key to another (eg major to minor key).
Notate	To write symbols to represent music.
Pitch	How high or low a note sounds.
Sound effects	Effects made that imitate real sounds.
Soundtrack	The background music, together with the main songs, create the soundtrack to a film.
Tremolo	A trembling effect, achieved by creating a loud and then quiet sound with a single note.
Unison	Playing or singing notes at the same pitch, at the same time.

Computing



Unit 6.3 - Programming a Game

Key Vocabulary

Abstraction	The process of simplifying complex ideas or systems by breaking them down into smaller, more manageable parts
Algorithm	A set of step-by-step instructions to solve a problem or complete a task
Debug	Identifying and fixing errors, or bugs, in computer code to ensure that a program functions correctly
Decomposition	The breaking down a problem or task into smaller, more manageable parts or components
Logic	Reasoning, rational thinking, and making connections between ideas based on rules or patterns
Operators	Symbols or words used in programming languages to perform mathematical or logical operations on data
Sequence	A set of instructions that are followed in order
Variable	A piece of information that can change. It is given a name and can hold different values

LO: To create an interactive, playable game using conditionals, variables and operators.

I can use Broadcast to change the background.

START! MGL



PSHE

Year 6 - Citizenship

concern	Something that makes you feel worried or anxious.
discrimination	Treating someone differently because of certain factors.
environment	The local surroundings or place a person lives or works in.
government	The elected party who govern and make decisions for the country.
human rights	Specific rights that belong to every person.
Ministers	The Prime Minister chooses MPs to be Ministers, who are responsible for specific areas of government policy.
prejudice	Making assumptions about someone based on certain information.
Prime Minister	Leads the government.
protected characteristics	Specific groups identified in the Equality Act, who are protected from discrimination by the law.
UN/United Nations	An international organisation founded in 1945 after World War 2, which aims to maintain international peace and security, human rights and better standards of living.

Human rights are for everyone and they affect our everyday lives.

The right to an education is a human right. In some countries this right is not available for everyone and people are trying to change this.

The food we choose to eat has an impact on the environment.

Individuals and governments can make changes around food to help the environment.

Prejudice and discrimination can happen for a number of reasons, such as age, sex, race or religion.

We can challenge prejudice and discrimination but we must not put ourselves in danger to do so.

The Equality Act is the law which helps to stop discrimination.

The government has Ministers who are responsible for different things, such as health and education.

We can sometimes feel concerned about certain people or issues and we can take action to help.

History

Year 6 History Knowledge Organiser – This Manchester Man

<p>Spring 1819 - Abel's Journey</p> <ol style="list-style-type: none"> Abel Heywood is born in Prestatyn 1810. Abel grows up in a rural village with a long history. The first big change in Abel's life is when he travels to Manchester at 10 years old. They leave their village because Abel's father dies. Abel carries his most treasured possession – a Bible. Abel's Mother and all of the children will be expected to find a job. Abel arrives in Manchester and has to live in a slum in Angel Meadow. 	<p>Steam Changes Manchester</p> <ol style="list-style-type: none"> Mills begin to be built across Manchester, Lancashire, and Cheshire. The first cotton mill powered by steam is built in Manchester. As mills begin to be built all over Manchester, workers are crammed in slum lodgings. 	<p>The People's Town Hall</p> <ol style="list-style-type: none"> In 1838, Manchester has a town council. Abel is elected as a councillor. Living conditions for the poor begin to be improved. Abel is made Mayor of Manchester twice. Abel shows a project to open a town hall in Manchester. Abel opens Manchester Town Hall in 1877.
<p>Abel's World</p> <ol style="list-style-type: none"> Wages begin to go down. Food prices start to increase. People are being replaced by machines. Weavers begin to protest their low wages. Cart laws are passed to keep bread prices high. People began demanding suffrage. 18 people die during Peterloo in 1819. Abel began to educate himself. 	<p>Important People</p> <p>Abel Heywood: Abel Heywood was a man from Manchester who grew up in a poor family, so he had to leave school early. He taught himself to read and write and later opened a book and newspaper shop so ordinary people could afford to learn and keep up with the news. He cared about fairness and wanted his to be better for everyone in Manchester. Because of this, he became Mayor of Manchester twice. One of his greatest achievements was helping to build the Manchester Town Hall, which is still an important building today.</p>	<p>Prison, Protest, Politics and Print</p> <ol style="list-style-type: none"> In 1829, at age 19, Abel saved enough money to open his own newsroom. In 1832, Abel is arrested for selling illegal newspapers and went to prison for 4 months. The 'Great Reform Act' is passed in 1832 although, working class don't have the right to vote. The 'People's Charter' is written in 1839 to try to give workers the right to vote. Abel becomes a printer, publisher, and bookseller.
<p>Weaving Worlds</p> <ol style="list-style-type: none"> Manchester became the 'cotton' of the 'textile revolution'. The Flying Shuttle is invented in 1733. The Spinning Jenny is invented in 1766. The Water Frame is invented in 1775. 	<p>Vocabulary</p> <ol style="list-style-type: none"> maigre: Very small in amount – not enough to be comfortable or satisfying. lodging: Small, rented rooms where people stayed because they couldn't afford a whole house. labyrinth: A mass of winding, confusing paths where it's easy to get lost. suffrage: The right to vote. radicals: People who believed big changes were needed in society. middle class: People who weren't rich but weren't poor either. unbearable: A challenge that feels impossible to solve or get past. innovation: A new and clever idea, invention, or way of doing something. 	

Geography

Changing Birmingham

<p>How Birmingham Changed Over Time</p> <p>Birmingham grew from a small settlement (664) to the UK's second largest city.</p> <p>Growth came from natural resources, migration, and immigration.</p> <p>It expanded outward, absorbing nearby settlements and forming a conurbation.</p>	<p>Industrial Birmingham</p> <p>In the 18th-19th centuries, Birmingham became known as 'The town of a thousand trades'.</p> <p>Metalwork, jewellery, and gun-making were major industries.</p> <p>Canals were built to move materials and goods efficiently.</p> <p>Workers needed homes, leading to the building of back-to-back houses.</p>	<p>Decline & Redevelopment (1950s-1980s)</p> <p>Inner-city problems: poor housing, bomb damage, old industries.</p> <p>Redevelopment introduced tower blocks, new roads (including Spaghetti Junction), shops and offices.</p>	<p>Housing & Urban Growth</p> <p>Back-to-backs had poor sanitation and small shared courtyards.</p> <p>By the 1950s, they were demolished.</p> <ul style="list-style-type: none"> 1731-1863: factories and dense housing 1863-1913: terraced streets 1913-1954: suburban semi-detached houses 	<p>Birmingham Since the 1980s</p> <p>New developments created service-sector jobs:</p> <ul style="list-style-type: none"> International Convention Centre Bullring Bullring shopping centre Canal regeneration <p>Transport improvements: Grand Central Station, Metro tram, HS2 railway.</p>	<p>Vocabulary</p> <p>Settlement: A place where people live (village, town or city).</p> <p>Urban: Built-up area with many buildings and people.</p> <p>Plan: A coordinated area with farms and open land.</p> <p>Industrialisation: When new factories and machines change how people live and work.</p> <p>Migrants: When people move from one place to another.</p> <p>Rural-to-urban migration: Moving from countryside to cities for work.</p> <p>Immigration: Moving from one country to live in another.</p> <p>Canal: Man-made waterway for transporting goods.</p> <p>Back-to-back houses: Small houses built quickly for workers.</p> <p>Sanitation: Clean order and waste disposal.</p> <p>Redevelopment: Replacing old buildings with new ones.</p> <p>Conurbation: Large area where towns/cities grow together.</p> <p>Inner-city: Area near city centre, often older housing.</p> <p>Industrial decline: When factories close and jobs are lost.</p> <p>Tertiary industry: Jobs that provide services.</p> <p>Sustainable development: Improving today without harming the future.</p> <p>Accessibility: How easy it is to travel between a place.</p> <p>Congestion: When roads are crowded and slow.</p>
<p>Future & Sustainable Birmingham</p> <p>A sustainable city balances economic, social, and environmental needs.</p> <p>Plans include better transport, more green areas, renewable policies, and climate preparation.</p> <p>Planners gather views from residents - including children - to shape Birmingham's future.</p>					

MFL - Spanish

Spanish Year 6, Spring 1 Types of Accommodation

¿Dónde vives? (Where do you live?)

Vivo en ... (I live in ...)

una casa (a house), una granja (a farm), un piso (a flat), un chalet (a villa), una cabaña (a cabin), Un castillo (a castle)

en

una ciudad (a city), un pueblo (a village), la montaña (the mountain), el campo (the countryside), al lado del mar (by the sea)

Vivo en un castillo grande y viejo en un pueblo pequeño. Está cerca en la montaña y lejos del mar.

Vivo en una cabaña pequeña en el campo. Está cerca de una granja. Un lobo vive cerca de mi cabaña.

Adjetivos-Adjectives

grande (big), pequeño (small), viejo (old), moderno (modern)

Adverbios - Adverbs

A B cerca de (near), A B lejos de (far)

¿Qué hay en tu ciudad? (What is there in your city?)

el parque (the park), el estadio de fútbol (the football stadium), el polideportivo (the sport centre), el supermercado (the supermarket), el cine (the cinema), el banco (the bank), el centro comercial (the shopping centre)

el mercado (the market), la estación de tren (the train station), la catedral (the cathedral), la tienda (the shop), la piscina (the swimming pool), la playa (the beach)

Y (and), ni (nor)

Spanish Year 6, Spring 1 Places in town

¿Qué hay en tu ciudad? (What is there in your city?)

el parque (the park), el estadio de fútbol (the football stadium), el polideportivo (the sport centre), el supermercado (the supermarket), el cine (the cinema), el banco (the bank), el centro comercial (the shopping centre)

el mercado (the market), la estación de tren (the train station), la catedral (the cathedral), la tienda (the shop), la piscina (the swimming pool), la playa (the beach)

Y (and), ni (nor)

En mi ciudad hay... (In my city there is...)

Hola, ¿dónde estás? Estoy en el parque. ¿Dónde está tu padre? Mi padre está en el supermercado.

Vivo en una ciudad bonita y grande. Mi ciudad se llama Liverpool. En mi ciudad hay un centro comercial grande y dos estadios de fútbol, se llaman Anfield y Godson Park. En mi ciudad no hay un zoo ni una playa pero hay un zoo y una playa cerca. El zoo está en Chester y la playa está en Crosby.

Números al 1000 - Numbers to 1000

100 Cien	200 Doscientos	300 Trescientos	400 Cuatrocientos	500 Quinientos	600 Seiscientos	700 Setecientos	800 Ochocientos	900 Novecientos	1000 Mil
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