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| **Spring Term 2020- 2021 – Evolution** | | | |
| **Topic** | **Knowledge** | **Skills** | **Enrichment**  **Opportunities** |
| **Evolution**          **Spring 2:**  **Crime and Punishment/Electricity:** | **English**   * Biographies (links to science and topic) * Diaries (link to science and topic) * Mini sagas * Non-chronological reports * Persuasive writing - leaflets   **Guided Reading**   * Biographies – Charles Darwin * Diaries – Voyage of the Beagle * Non-fiction – habitats and adaptation * Bespoke carousel as required | **Spoken Language**  En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  En6/1h speak audibly and fluently with an increasing command of Standard English.  En6/1i participate in discussions, presentations and debates.  En6/1j gain, maintain and monitor the interest of the listener(s).  En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others.  En6/1l select and use appropriate registers for effective communication.  **Writing**  **Spelling**  En6/3.1a use further prefixes and suffixes and understand the guidance for adding them.  En6/3.1b spell some words with ‘silent’ letters.  En6/3.1c continue to distinguish between homophones and other words which are often confused.  En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.  En6/3.1e use dictionaries to check the spelling and meaning of words.  En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. En6/3.1g use a thesaurus.Composition Plan their writing by:   1. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. noting and developing initial ideas, drawing on reading and research where necessary 3. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   Draft and write by:   1. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 2. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   Evaluate and edit by:   1. assessing the effectiveness of their own and others’ writing 2. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 3. ensuring the consistent and correct use of tense throughout a piece of writing  Vocabulary, grammar & punctuation  1. using hyphens to avoid ambiguity 2. using brackets, dashes or commas to indicate parenthesis 3. using semicolons, colons or dashes to mark boundaries between independent clauses 4. using a colon to introduce a list 5. punctuating bullet points consistently | ‘Experience lessons   * Writing competition – young writers * Exploring poetry * Hot seating * Virtual zoo experiences * World Book Day * Shakespeare Week   Making cookies – link to Maths - measures  Practical maths with capacity equipment  Practical investigations  Making electricity circuits  Safer Internet Day  Cook traditional food for a Sikh festival. |
| **Maths**   * Capacity and volume * Percentages, fractions, decimals * Percentages of amounts * Algebra * Co-ordinates * Translation * Shape | * Ma6/2.3 Fractions (decimals & percentages) * Ma6/2.3a use common factors to simplify fractions; use common multiples to express fractions in the same denomination * Ma6/2.3g identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places * Ma6/2.3k recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. * Ma6/2.5 Algebra * Ma6/2.5a use simple formulae * Ma6/2.5b generate and describe linear number sequences * Ma6/2.5c express missing number problems algebraically * Ma6/2.5d find pairs of numbers that satisfy an equation with two unknowns * Ma6/2.5e enumerate possibilities of combinations of 2 variables. * Ma6/3.1e recognise when it is possible to use formulae for area and volume of shapes * Ma6/3.1g calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units * Ma6/4.1 Statistics * Ma6/4.1a interpret and construct pie charts and line graphs and use these to solve problems * Ma4/3.3 Position & Direction * Ma4/3.3a describe positions on a 2-D grid as coordinates in the first quadrant * Ma4/3.3b describe movements between positions as translations of a given unit to the left/right and up/down * Ma4/3.3c plot specified points and draw sides to complete a given polygon. |
| **Science**  **Evolution:** Sc6/2.3   * Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.   **Electricity:**  **Sc6/4.2 Electricity**   * Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Sc6/4.2b 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 * Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram. | Working Scientifically   * Sc6/1.5 using simple models to describe scientific ideas * Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments. * Sc6/1.1    planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc6/1.2    taking measurements, using a range of scientific equipment, with increasing accuracy and precision. Sc6/1.3    recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs |
| **D&T**  **Make bike parts**  Make   * select from and use a wider range of tools and equipment to perform practical tasks accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Technological Knowledge  * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products | * Describe the purpose of their products. * Model ideas using prototypes and pattern pieces. * Use annotated sketches, some cross-sectional drawings and computer-aided design packages, to develop and communicate ideas. * Generate realistic ideas, focusing on the needs of the user. * Explain their choices, giving evidence. * Selects materials and components suitable to the task. * Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients. * Identify the strengths and areas for development in their ideas and products. * Consider the views of others, including intended users, to improve their work. |
| **Art and Design**  **Continue to develop sketching skills**   * learn about great artists, architects and designers in history. | * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |
| **History**  Hi2/2.2 Extended chronological study:  Crime and punishment from the Anglo-Saxons to the present | * Wergild * Night watch men, Peelers, Police * Court systems progressing through the ages * Types of punishment through the ages * Explain about crime and punishment in different historical eras. * Use primary and secondary sources to explain these significant times in British History. * Using research, we will explore how and why life in the past might impact on our lives today. * Explain the order in which key events happened * Explore own lines of enquiry to find answers to self-generated questions. |
| **Geography:**  **Compare the local area to an area in the Americas – The Grand Canyon.**   * **Ge2/1.3 Human and Physical Geography** * Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   **Ge2/1.4 Geographical Skills and Fieldwork**   * Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * Identify local features – jobs, population, tourist attractions, natural features. * Identify features of an area in the Americas – The Grand Canyon. |
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| **Computing**  **Internet Safety – Purple Mash – Fake News**   * Know that fake news and online fraud are intentional * Know how to stay safe from online, phone and visual fake news.   **3D Game programming – 2DIY 3D** | Internet Safety:   * Identify fake news. * Be able to listen to a phonecall and advise on whether this is a scam   Game programming:   * Design a game based on a particular audience. * Design game features * Create a 3D game * Evaluate own game and games of peers constructively * Create a marketing programme for game. |
| **PSHE**  **Health and Wellbeing:**  Keeping safe – Safer internet day  Healthy Lifestyles – Bacteria, Viruses, hygiene routines – link to PSHE Coronavirus text, Science.  **Relationships:**  Healthy Relationships – actions, behaviour, consequences  Healthy Relationships – disputes, negotiation, conflict, feedback, support, compromise  **Living in the wider World:**  Rights and Responsibilities – discussion, debate, topical issues, problems, events  Rights and Responsibilities – rules, laws, making and changing laws – link to Crime and Punishment and British Values. |  |
| **RE**  **Courageous Advocacy**  **Key Question KS2: Should people of faith be Courageous Advocates?**   |  | | --- | | * Pupils can name some modern courageous advocates and say why they have identified them as such. * Pupils can name some courageous advocates of the past and say why they have identified them as such and how they helped the world. * Pupils know The Great Commandment and can say how this links to courageous advocacy. * Pupils can talk about charities and charities based on other religious beliefs – i.e. Sikh Aid, Muslim Aid – that promote and carry out courageous advocacy. * Pupils can examine their own feelings about the world and what they do, and can do to be a courageous advocate. |   Sikhism   * To know the history and beliefs of Sikhism. * To know where Sikhs worship * To know that the Guru Granth Sahib is the Sikh Holy scriptures and have a basic knowledge of what it contains. * To know how Sikhs pay respect to their holy scriptures. * To know what happens in the Gurwara * Name some Sikh festivals and their significance and how they are celebrated.   Easter focus Week | * Making links to their own lives * Embodying our Academy’s Christian values   of peace, love, hope and trust  Other religions and charities linked to other religions.   * Pupils can find and identify quotes and messages in the Bible promoting courageous advocacy to Christians.   Role play in the Gurdwara  Relate, write a guide regarding a visit to the Gurdwara  Recreate a Sikh festival |
|  | **PE**  Indoor/outdoor  Gymnastics | * Pupils explore simple skills. * They copy, remember, repeat and explore simple action with control and co- ordination. * They begin to show some understanding of simple tactics and basic compositional ideas. * They talk about differences between their own and others’ performance and suggest improvements. * They understand how to exercise safely, and describe how their bodies feel during different activities. |  |
|  | **Music**  **Charanga Scheme**  **Musical notation and rhythm** | * **Identify** the pulse in music. * **Identify** the character of a piece of music. * **Recognise** changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). * **Order sounds** to create an effect (structure- beginnings/endings). * **Control** playing instruments so they sound as they should. * **Create** short rhythmic patterns. * **Create sequences** of long and short sounds- rhythmic patterns (duration). * **Perform** – a simple part rhythmically. * **Improvise-** using repeated patterns. | Charanga  Drums/untuned instruments  **\*Famous musicians\* composer of the month/term covered in assembly.** |