



**Year Group: 6**

**Term: Spring 2022**

## Essential Question

Nature or nurture?

## Authentic Outcome

Create an influence wall using portraits in a variety of styles.

## Driving Text

Holes by Louis Sachar

## Mini Outcomes

- Introduce Secret Notebook idea – a record book for positive observations of others.
- Create a profile for your chosen person of influence.
- Explore different artist styles; critique and evaluate before producing a final piece.

## Experts, Trips, Experiences & Making Community Links

- Walker Art Gallery/TATE visit including workshop with experts.
- Central Library
- Lawyer & LSC Coaches used for project launch.

## Key Vocabulary

influence  
evolution  
inheritance  
Charles Darwin  
genes  
living things  
classifying  
micro-organisms  
Viking  
Anglo Saxon  
settlement  
King Alfred  
nature  
nurture

## Technology

- Research-based learning (people of influence).
- Zoom expert lawyer (project launch).
- Use green screen as speaking & listening opportunity.
- Laptop work for Computing curriculum.
- Garage band and Resonate Hub used on iPads for Music curriculum.

## Immersive Environment

- Charles Darwin and Evolution posters.
- DNA balls, magnifying glasses, greenery, leaves, vines hung in class.
- Pictures of famous people of influence, framed and placed around class.
- Giant gold frame for pupils' use and reflection – how am I a person of influence?

## Outcomes for this Term/National Curriculum Links and Coverage

<b>Maths</b>	<b>REAL Project</b>		<b>RE &amp; Other Subjects</b> <i>(taught discretely)</i>
	<b>English</b>	<b>Foundation Subjects</b>	
<p>Unit 3: Fractions (continued) Add and subtract fractions (1) Add and subtract fractions (2) Add mixed numbers Add fractions Subtract mixed numbers Subtract fractions Mixed addition and subtraction Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers (1) Divide fractions by integers (2) Four rules with fractions Fraction of an amount Fraction of an amount – find the whole</p> <p>Unit 4: Position and Direction (1 week) The first quadrant Four quadrants Translations Reflections</p> <p>Unit 5: Decimals (2 weeks) Decimals up to 2 decimal places Understand thousandths Three decimal places Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Division to solve problems Decimals as fractions Fractions to decimals (1) Fractions to decimals (2)</p> <p>Unit 6: Percentages (2 weeks) Understand percentages Fractions to percentages Equivalent FDP Order FDP Percentage of an amount (1) Percentage of an amount (2) Percentages – missing values</p> <p>Unit 7: Algebra (2 weeks) Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values - Enumerate possibilities</p>	<p><b>Reading</b> - Making comparisons within and across books. - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Asking questions to improve their understanding. - Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Distinguish between statements of fact and opinion. - Retrieve, record and present information from non-fiction. - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - Provide reasoned justifications for their views.</p> <p><b>Writing</b> - Biography on Charles Darwin - Diary entry based on novel, Holes - Speech about chosen person of influence - Non-Chronological report based on novel, Holes</p> <p><b>Grammar &amp; Punctuation</b> Passive voice Colons – to introduce a list Colons – independent clauses Formal/informal Modal verbs/apostrophes Relative pronouns/clauses Subjunctive form Hyphens to avoid ambiguity Cohesion Present/past Progressive tense Present perfect tense Word class revision</p> <p><b>Spelling</b> Prefixes – u, dis, mis Prefixes – in, il, im and ir Suffixes sure and ture Endings – tion, sion, sion, and cian Words with k sound spelt ch Words ending in gue/que Words with s sound spelt sc Words with /ei/ sound spelt ei, eigh or ey Words spelt with cial or tial ending Words ending in ibly/ably Words ending in ancy/ency Words containing ough Words with silent letters</p> <p><b>Handwriting</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p>	<p><b>Science</b> Evolution &amp; 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. Living Things and their Habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. - Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>History</b> Identify significant events, make connections, draw contrast and analyse trends. Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day. - Find out about the Viking and Anglo Saxon struggle for the kingdom of England. - Explore where the Anglo Saxons and Vikings came from and how they fought for their territory and power. - Find out about everyday life for people in Viking and Anglo Saxon Britain.</p> <p><b>Art</b> - To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint].</p> <p><b>Music</b> Understanding structure &amp; form - How does music connect us with our past? (Resonate Hub – Model B Music Curriculum Aut2)</p>	<p><b>RE</b> Sources Unity Death &amp; New Life</p> <p><b>Geography</b> Study environments and compare similarities and differences. Use multiple sources of complex information to draw conclusions. - Explore Scandinavia (location, features and culture of Norway, Sweden and Denmark) and study how climates differ. - Compare similarities and differences between Scandinavia and the UK.</p> <p><b>Computing</b> - Coding (Purple Mash scheme of work) - Quizzing (Purple Mash scheme of work)</p> <p><b>PSHE</b> - Dreams &amp; Goals - Healthy Me</p> <p><b>PE</b></p>