



**Term: Spring 2**  
**Year 6**



<b>Maths</b>	Ratio and proportion	Assessment week	Statistics	Geometry	Measurement Algebra
<b>English</b>	Shakespeare – Macbeth <ul style="list-style-type: none"> <li>• Setting Description</li> <li>• Balanced character comparison</li> </ul>				
<b>Reading (KS2)</b>	Variety of texts – SATs style questions	Assessment week	Variety of texts – SATs style questions	Variety of texts – SATs style questions	Variety of texts – SATs style questions
<b>Spelling</b>		Spelling rules based on weaknesses from assessment week	Spelling rules based on weaknesses from assessment week	Spelling rules based on weaknesses from assessment week	Spelling rules based on weaknesses from assessment week
<b>Science</b> <b>Evolution and inheritance</b>	<b>Inheritance</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance.	<b>Adaptation</b> Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation.	<b>Theory of Evolution</b> Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.	<b>Evidence for Evolution</b> Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals.	<b>Evidence for Evolution:</b> Humans Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings.
<b>Computing</b> Introduction to spreadsheets	Project Evolve eSafety Privacy and security <ul style="list-style-type: none"> <li>• can describe ways in which some online content targets people to gain money or</li> </ul>	To create a data set in a spreadsheet <ul style="list-style-type: none"> <li>• I can collect data</li> <li>• I can suggest how to structure my data</li> </ul>	To build a data set in a spreadsheet <ul style="list-style-type: none"> <li>• I can explain what an item of data is</li> </ul>	To explain that formulas can be used to produce calculated data <ul style="list-style-type: none"> <li>• I can explain which data types can be used in calculations</li> </ul>	To apply formulas to data <ul style="list-style-type: none"> <li>• I can calculate data using different operations</li> </ul>

	<p>information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <ul style="list-style-type: none"> <li>I can explain what to do if a password is shared, lost or stolen.</li> <li>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</li> </ul>	<ul style="list-style-type: none"> <li>I can enter data into a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>I can choose an appropriate format for a cell</li> <li>I can apply an appropriate format to a cell</li> </ul>	<ul style="list-style-type: none"> <li>I can construct a formula in a spreadsheet</li> <li>I can identify that changing inputs changes outputs</li> </ul>	<ul style="list-style-type: none"> <li>I can create a formula which includes a range of cells</li> <li>I can apply a formula to multiple cells by duplicating it</li> </ul>
<p><b>DT/Art</b> <b>Heroes and Villains</b></p> <p><b>ART</b> Cecil Doughty Macbeth inspired drawing / Printmaking</p>	<ul style="list-style-type: none"> <li>Explore the work of artists, craftspeople and designers from different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>Develop a painting from a drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> </ul>	<ul style="list-style-type: none"> <li>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify and work with complementary and contrasting colours</li> <li>Mix and match colours to create atmosphere and light effects.</li> </ul>
<p><b>History/ Geography</b></p> <p><b>History - Vikings and Anglo-Saxon struggle for the Kingdom of England</b></p>	<p>Why was England an attractive target for Vikings?</p> <p>To place historical eras in context and understand the initial Viking threat</p>	<p>What links existed between the timelines of Saxons and Vikings?</p> <p>To construct and compare scaled timelines and understand overlap of eras</p>	<p>How were the Saxons and Vikings viewed by each other?</p> <p>To analyse and evaluate sources for bias and reliability</p>	<p>Is calling the Vikings vicious killers and thieves fair?</p> <p>To interpret sources and draw conclusions using evidence</p>	<p>How did the Anglo-Saxon-Viking battles change England?</p> <p>To assess cause and consequence of key events</p>
<p><b>PE</b></p>	<p>Invasion Games – Hockey Athletics</p>				
<p><b>PSHE</b></p>	<p>Any needs arising from the half term</p>	<p>Key facts about puberty and the changing adolescent body including physical and emotional changes</p>	<p>Menstrual wellbeing including key facts about the menstrual cycle</p>	<p>Prevent the spread of bacteria and viruses through every day hygiene</p>	<p>Acceptable use for internet</p>



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					communications and associated risks	
<b>RE</b> <b>Christianity: Jesus</b> Why do Christians believe Good Friday is 'good'?						
<b>French – This is France</b>	<b>Neighbours</b> I can write a sentence using the correct form of 'de.'	<b>Distances</b> I can use a chart to ask and answer questions.	<b>Directions</b> I can use the correct words for up to 8 compass points.	<b>Paris</b> I can write in French about the landmarks of Paris.	<b>Famous French People</b> I can use the correct form of être – present or past imperfect tense.	Nationalities I can use the correct form of adjectives.
<b>Music</b>	You to me are everything Twinkle variations					