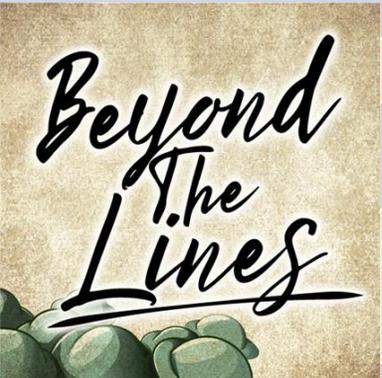
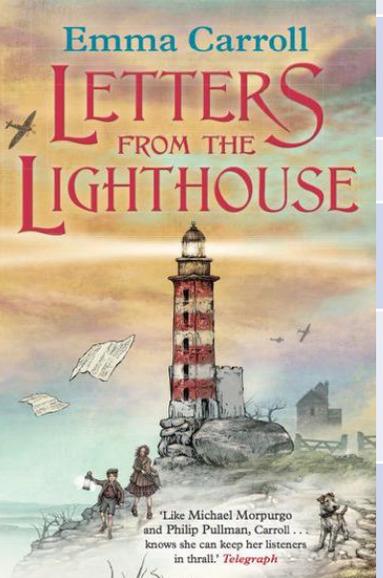


# Year 6 – Spring 2

English	Maths	Art
I can write for a range of purposes.	<b>Fractions, percentages and decimals</b>	Create a perspective drawing of people during WW2 in a bomb shelter inspired by Henry Moore.
I can use fronted adverbials to build cohesion.	Fractions to decimals	<b>PE</b>
I can vary my sentence structures for effect.	Fractions to percentages	<u><b>Creative / Dance</b></u> Seated balance Floor work
I can use CUPS and ARMS to edit my work.	Percentage of amounts	<b>PSHE</b>
I can continue to develop and build my understanding of the grammar related to Year 6.	<b>Area, perimeter and volume</b>	<b>HM</b> (Healthy Me) Being and keeping safe and healthy
To begin to understand the techniques used in persuasive writing.	Area of a any triangles and parallelogram	<b>RE</b>
 	Volume	<b>U2.5</b> - How do beliefs and ideas about land shape the way human beings live?
	<b>Statistics</b>	<b>Computing</b>
	Line graphs and dual bar charts	To understand how to build web pages and link them together to create a website.
	Read and interpret pie charts and pie charts with percentages	<b>Music</b>
	The mean	

# Year 6 – Spring 2

## Science

**Main scientific skill taught in this topic.**

Observing and measurement, questioning, making predictions, interpreting results and recording.

### Objectives

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Our scientific questions are:**

Which ‘beak’ will be best for each ‘food’ type and test it simulating beak type with chopsticks, spoons, tweezers etc.

## Geography

To know why energy sources are important.

To understand the benefits and drawbacks of different energy sources.

To understand how energy is generated in the United States.

To know how energy sources are distributed in an area.

To collect and present data on where to position a solar panel on the school grounds.

To explain reasons for choosing an energy source.

