



Kingsway Primary School

Spring 2025

Year: 6



Project Title:	What makes a Civilisation?		
KIT Values:	Independence: responsibility positivity aspiration resilience		
Outcome	Showcase of Work afternoon		
Enrichment opportunity:	"Hand on" mummification sessions Egyptian Day		
English (core texts and genres)	Jamie Drake Equation - newspaper, biographies, diaries Ghost Stories Year 6 Big Book of Spine-tingling Ghost Stories (Published Book) Film Unit- Replay (Narrative)		
SPaG	Spelling	Punctuation	Grammar
	Revision of year 5/6 spelling rules	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up] Use of hyphens to avoid ambiguity [e.g. man eating shark - man-eating shark, or recover - re-cover] Revision of Y3/4/5 objectives	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up] Use of hyphens to avoid ambiguity [e.g. man eating shark - man-eating shark, or recover - re-cover] Revision of Y3/4/5 Objectives
Maths	Fractions, ratio and proportion, statistics, algebra, geometry		
Project	<u>Ancient Egypt and the Shang Dynasty</u> *Explore how Ancient Egyptians was a world power. *Compare the Ancient Egyptian and Shang Dynasty civilisation with the society, climate and terrain of Britain at the time. *Discover how the Ancient Egyptian and Shang Dynasty civilisation came to an end *Explore the legacies of ancient civilisations on the world today		
Science	<u>Evaluation and Inheritance</u> *Identify inherited traits and adaptive traits. *Understand that adaptations are random mutations. *Explore how fossil evidence supporting the idea of evolution. *Identify the difference between selective and cross-breeding. *Develop an understanding of the development of evolutionary ideas and theories over time. *Explain how human evolution has occurred and compare modern humans with those of the same genus and family. *Understand that adaptation and evolution is not a uniform process for all living things. *Investigate the ethical issues of human intervention in the process of evolution by natural selection.		

RE

Spring 1st

Does taking part in the Baisakhi help Sikh children feel a sense of belonging?

- *Explain what commitment means and how it can be demonstrated in different ways
- *Explain the significance of Puja and how Puja shows commitment to God
- *Explain how Sanatanis worship and show devotion to the gods and goddesses
- *Explain why a Sanatani pilgrimage to the Ganges might show commitment to God
- *Explain what commitment means to me and how I show it.

Spring 2nd

How do the events of Easter and Pentecost impact on Christians today?

- *Explain how situations, events or beliefs might inspire me to take action
- *Discuss the Easter story and consider the impact of an event which followed
- *Explain what happened at Pentecost and consider the impact on the disciples
- *Explain some ways in which the apostles and Christians today might be influenced by Pentecost
- *Explain an experience I have had where something or someone has inspired me to act bravely or differently
- *Consider ways in which Christians may demonstrate the impact of Pentecost and the Holy Spirit in their lives
- *Give opinions and reasons as to whether I think the Holy Spirit may influence Christians today

PSHE

Dreams and Goals

- *Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal)
- *Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these
- *Identify problems in the world that concern me and talk to other people about them
- *Work with other people to help make the world a better place
- *Empathise with people who are suffering or who are living in difficult situations
- *Describe some ways in which I can work with other people to help make the world a better place.
- *Know what some people in my class like or admire about me and can accept their praise.

PSHE

Relationships

- *Know that it is important to take care of my mental health
- *Understand that people can get problems with their mental health and that it is nothing to be ashamed of
- *Know how to take care of my mental health
- *Understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- *Recognise when people are trying to gain power or control
- *Judge whether something online is safe and helpful for me
- *Demonstrate how to resist pressure to do something online that might hurt myself or others
- *Demonstrate se technology positively and safely to communicate with my friends and family.

1st HalfDance

- *Choreograph a dance and work safely using a prop
- *Lead a small group through a short warm-up routine
- *Perform dances confidently and fluently with accuracy and good timing
- *Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- *Use appropriate language to evaluate and refine my own and others' work
- *Use feedback provided to improve the quality of my work
- *Work perform dances confidently and fluently with accuracy and good timing dance

Gymnastics

- *Combine and perform gymnastic actions, shapes and balances with control and fluency
- *Create and perform sequences using compositional devices to improve the quality
- *Lead a small group through a short warm-up routine
- *Appropriate language to evaluate and refine my own and others' work
- *Work collaboratively with others to create a sequence
- *Understand how to work safely when learning a new skill
- *Understand what counter balance and counter tension is and can show examples with a partner.

2nd HalfNetball

- *Create and use space to help my team
- *Pass, receive and shoot the ball with increasing control under pressure
- *Select the appropriate action for the situation and make this decision quickly
- *Use marking, and/or interception to improve my defence
- *Use the rules of the game consistently to play honestly and fairly
- *Work collaboratively to create tactics with my team and evaluate the effectiveness of these
- *Work in collaboration with others so that games run smoothly
- *Recognise my own and others strengths and areas for development and can suggest ways to improve

Fitness

- *Change my running technique to adapt to different distances
- *Collect, record and analyse scores to identify areas where I have made the most improvement
- *Work with others to organise, manage and record information at a station
- *Encourage and motivate others to work to their best
- *Understand that there are different areas of fitness and how this helps me in different activities
- *Understand the different components of fitness and ways to test and develop them
- *Work to my maximum consistently when presented with challenges

Art	<p><u>Sculpture (linked to Ancient Egypt)</u></p> <ul style="list-style-type: none"> *Develop skills in using clay including slabs, coils, slips etc. *Make a mould and use plaster safely. *Create sculpture and constructions with increasing independence. *Understand that artists use a variety of media including light and sound as well as physical media to create illustrations. *Understand that illustrations are often immersive, enabling the viewer to enter the artwork. *Understand that designers and makers sometimes work towards briefs, but always bring their own experience in the project. *Understand that artists reinvent.
DT	<p><u>Structures - Pyramids</u></p> <ul style="list-style-type: none"> *Use a wide range of methods to strengthen, stiffen and reinforce complex 3D structures and use them accurately and appropriately * Research and evaluate existing design ideas and end products to help create own success criteria *Measure, mark out, cut, shape and assemble a range of materials/components using appropriate tools, equipment and techniques with accuracy to achieve a quality product *Understand the need to evaluate their end products by carrying out appropriate tests and suggests methods to complete this
Music	<p><u>Composition Notation</u></p> <ul style="list-style-type: none"> *Sing in time and in tune with other people and the backing track. *Remember the lyrics to a song. *Identify the structure of a piece of music and match this to non-standard notation. *Improvise their own piece of music. *Play a melody with reasonable accuracy. *Perform with confidence and in time with others. *Compose and play a melody using stave notation. *Contribute meaningfully to the group performance and composition. *Use hieroglyphic notation to show the structure of their piece. <p><u>Singing Performance Skills- Easter</u></p> <ul style="list-style-type: none"> *Sing in unison and to sing backing vocals. *Demonstrate a good singing posture. *Follow a leader when singing. *Experience rapping and solo singing. *Listen to each other and be aware of how you fit into the group. *Sing with awareness of being 'in tune'.
Computing	<p><u>1st Half</u></p> <p><u>Networks</u></p> <ul style="list-style-type: none"> *Quantify children's prior knowledge about the Internet *Explore out what a LAN and WAN are. *Understand how we access the internet in school. *Research and find out about the age of the internet. *Consider what the future might hold.

2nd Half

Text Based Adventures

- *Explore text based adventure games
- *Demonstrate how to read and understand given code for a text adventure game.
- *Show understanding of how to debug a text adventure.
- *Independently design and implement improvements to a text adventure game.

MFL

At the Shops

- *Match a few conjugations of the verb 'to buy' to its subject;
- *Identify shops, shopping items, clothes and adjectives;
- *Demonstrate understanding of some conjugations of the verb 'to buy' and use them in a sentence;
- *Describe clothes using a variety of adjectives;