

SCIENCE

ALL LIVING THINGS

Pupils should be taught to:

- 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.
- Which groups would you put organisms from the local environment?

Work scientifically

Identify

Devise classification systems and keys for some animals and plants in the immediate environment.

Research

Animals and plants in other habitats and decide where they belong in the classification system.

Other teaching ideas

- Discuss why the original method of classification in plants and animals would be a problem with all the organisms which we now know about.
- Watch videos to explore classification like <http://youtu.be/ZrrZAp9N46c>
- Sort a selection of animals into groups based on similar characteristics.
- Discuss some of the problems with how scientists before Linnaeus used to classify animals e.g. by if they were wild or domestic or terrestrial or aquatic or large or small.
- Give examples that would be difficult to classify into each group.
- Find out about Linnaeus inclusion of animals such as Homo ferus (wild man) and Homo caudatus (man with tail) might have been included in the classification system
- Discuss why you think that some species have been names up to 20 times in the classification system.
- Create a new animal which would fit into a specific part of the classification system.

PHYSICAL EDUCATION

Gymnastics

- Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely
- Create complex, demanding and well executed sequences containing a variety of gymnastic components

COMPUTING

Quizzing

- To make a picture quiz for young children.
- To learn how to use the question types within 2Quiz.
- To explore the grammar quizzes.
- To make a quiz that requires the player to search a database.
- Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.

E-safety Sessions Objective.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

YEAR 6 SUMMER 2

ARTS

Music Technology (Creative Industries)

- Create, edit and combine sounds for a specific audience.
- Consider copyright when producing music.
- Talk about how sounds are used in the world around us and how their work links with this.

Drama/Music/Dance – KS2 Production

- Explore action and language to create a mood for the audience.
- Work with others to create drama.
- Research a role.
- Explore characters feelings and reactions in different situations.
- Use dramatic techniques to convey meaning.
- Use voice and movement to convey character.
- Use accent or dialect when appropriate.
- Evaluate how action and voice work together to create drama.

HUMANITIES

Distribution of Natural Resources (Human)

What are/were Britain's natural resources?

What is the difference between a renewable and non-renewable resource?

Decision making exercise, a country needs developing:

How would you develop this country?

What is the best decision?

Why?

Using artefacts, maps, visitor and source material.

FRENCH

The Future

Pupils will learn

- How to use the future tense to talk about what they are going to do.
- How the future tense is formed using 'aller' and how to use it in third person sentences.
- How to form comparisons in French by getting them to compare some fairy tale characters.
- Some adjectives that they can use to describe how they are feeling which builds on previous learning.

By the end of the unit children should be able to:

- Change simple adjectives appropriately to match gender and number of the noun.
- Form comparative sentences (ensuring the correct form of the adjective is applied) using the model sentences from the question and answer screen as prompts.
- Write and perform a role-play, incorporating basic future tense sentences.
- Discuss the effect of certain words in the units story when prompted.