



## Here is your curriculum information for Term 2



<p><b>Science- Evolution and Inheritance</b>          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.</p>		<p><b>Religious Education-</b></p> <table border="1" style="width: 100%;"> <tr style="background-color: #e0e0ff;"> <td data-bbox="810 257 1331 286"><b>Term 2 What would Jesus do?</b></td> </tr> <tr> <td data-bbox="810 286 1331 342">I can identify features of Gospel texts (for example, teachings, parable, narrative).</td> </tr> <tr> <td data-bbox="810 342 1331 450">I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</td> </tr> <tr> <td data-bbox="810 450 1331 560">I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</td> </tr> <tr> <td data-bbox="810 560 1331 689">I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</td> </tr> </table>		<b>Term 2 What would Jesus do?</b>	I can identify features of Gospel texts (for example, teachings, parable, narrative).	I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.	I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.	I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
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<p><b>Personal, Social, Health Education</b> –we will be following the 'Jigsaw' programme of study on 'Celebrating difference'</p>	<p><b>PE- Basketball</b> (with Elite)          Please make sure your child attends school on a Thursday in their correct PE kit.</p>	<p><b>Computing- Spreadsheets</b>  <b>Online Safety</b> – Online relationships</p>						
<p><b>History: Charles Darwin- a significant figure in the history of science and nature</b>          Use a range of sources to find out about an aspect of time past.          Evaluate the usefulness and accurateness of different sources of evidence.          Know names and dates of any significant event studied from past and place it correctly on a timeline          Give reasons why some events, people or developments are seen as more significant than others          Begin to offer explanations about why people in the past acted as they did.</p>		<p><b>Geography- The Voyage of the Beagle (Charles Darwin) and the Galapagos Islands</b>          Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.          Use maps, atlases, globes and computer technology to locate countries and describe features studied          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>						
<p><b>Forest School-</b> with Mrs Prestleton on Tuesday afternoon. Please come to school dressed appropriately for outdoor activity ie long sleeved tops and trousers (not shorts) and boots or wellies that are suitable for cold or wet weather.</p>		<p><b>Music-</b> Pulse and rhythm  <b>French-</b> Can I speak and write about different habitats, plants and animals in French?  <b>Art-</b> Self portraits</p>						

**Our English unit** is based upon biographies, autobiographies and poetry. Regular spelling, grammar, punctuation and handwriting practise is also part of the curriculum. **Whole-class reading and comprehension activities will take place daily.** **Maths** will include learning about **multiplication and division, fractions, geometry (position and direction) and order of operations as well as applied problem-solving and reasoning.**

Independent reading books and reading journals **MUST** be taken home each day. These will be checked regularly to make sure that children are **reading daily at home, for approx. 30 mins per day.** When books are read, a comprehension quiz must be taken in school.

**Children should also be completing 10 mins per day of arithmetic practise on Arithmagicians.**

Please feel free to message on **class dojo** if you have any queries or concerns regarding your child's learning or well-being.

Thank you for your support,

**Year 6 Staff**