



Year Group

Year 6



Term

Spring



Project  
Title/Theme

Climate Change: Be the Change



Subject

Select Subject



Notes

Climate Change: Be the Change is our exciting new project for Spring 2025 in Anning Class! It will be themed around science, geography and exploring more in-depth about our incredible planet. Superb Starter: A study on the remarkable life of Sir David Attenborough. Mix it up Middle: Green Day! Including cooking, upcycling, persuasive speeches and a dress up day wearing green! Enthralling Ending: D&T project - design, make and evaluate. Classroom: protest posters, green and blue theme, globes, maps, bunting, ice berg and our own recycling bins! Our science learning will be themed around evolution, adaptation and inheritance, allowing us plenty of opportunities to experiment and work scientifically investigating changes to living things. In geography, we will explore the benefits and importance of recycling, as well as studying the changes over recent years on our colder climates: the Arctic and Antarctica (and those which inhabit there!). D&T will allow us to explore a balanced diet - with the opportunity to cook some savoury, plant-based dishes - as well as building and evaluating a product and learning about seasonality of foods. In art, we will get practical with digital art, collage and printing, exploring fab artists and impactful pieces of artwork too. In PE, we will have 5 different sports to try - badminton, goalball, archery, netball and basketball! We will look at refereeing, tactics, rules and positions, as well as the chance to compete competitively. In music, we will look at the wonders of Hans Zimmer and his compositions for television, as well as studying lyrics in songs and replicating sounds with percussion instruments. Computing lessons will see us getting to grips with some computer science - the functions of a computer, the collaborative aspects, search technology and how to communicate effectively online. RE days will be themed on Sikhism and Buddhism, exploring traditional stories, places of worship and enlightenment. It promises to be a super exciting project!

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Spring	Climate Change: Be the Change	Art	<p>To know artwork can be created using technology - computers, cameras (digital art)</p> <p>To know the process of collage and printing (collage and printing)</p> <p>To know artists who create collage and use printing in their artwork (collage)</p> <p>To know how to create texture in their artwork (texture)</p>	<p>To be able to appreciate digital artwork and make comments</p> <p>To be able to create own artwork using software on ipads or laptops</p> <p>To be able to edit a piece of artwork using software, adding own flair inspired by a digital artist</p> <p>To be able to name artists who create collage and printing in their artwork</p> <p>To be able to choose media to create texture (materials in paint, objects like forks, knives, natural materials like leaves)</p> <p>To be able to recreate a scene remembered, observed or imagined, through collage printing</p> <p>To be able to use different media, created by children (painted card/paper, textured paper, own printed paper) or taken from other media (newspaper, foil, coloured card/paper, text books) to create a collage</p> <p>To be able to use a printing process to create artwork (block printing, relief, impressed printing, lithographic)</p>	<p>Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>

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Year 6	Spring	Climate Change: Be the Change	Computing	<p>To know how to use search technology effectively.</p> <p>To know how to evaluate digital content.</p> <p>To know how to communicate and collaborate online.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to use a search engine effectively and select an appropriate outcome.</p> <p>To be able to evaluate the effectiveness of digital content, such as typing on Microsoft word.</p> <p>To be able to send an email, with attachments, as a form of collaboration.</p> <p>To be able to collaborate on a website or app.</p> <p>To be able to communicate the risks of social media and gaming.</p>	<p>Sequence, selection, repetition, variable, input, output, outcome, communication, collaboration, evaluate, present, digital content, email, attachment, collaborate, collaboration, website, app.</p>
Year 6	Spring	Climate Change: Be the Change	DT and Cooking and Nutrition	<p>To know seasonality of foods and know how foods are grown, caught, reared and processed (food)</p> <p>To know the basic principles of a healthy and varied diet to keep the body active/healthy, including drinks (nutrition)</p> <p>To know which tools, equipment and materials are needed and to understand how to use them safely (technical knowledge)</p> <p>To know how mechanical systems are used to create movement (technical knowledge)</p>	<p>To be able to explain their choice of materials and components according to the design criteria and functionality of the product</p> <p>To be able to accurately assemble, join and combine materials and components using the appropriate resources for the function</p> <p>To be able to survey their target audience and use this to generate ideas</p> <p>To be able to draw scaled drawings, diagrams, prototypes, sketches and annotate these</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control</p> <p>savoury, reared, caught, processed, Seasons, growing, planting, food miles</p>

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Year 6	Spring	Climate Change: Be the Change	Geography	<p>To know the benefits of recycling (helps protect the environment, saves energy, reduces greenhouse gases, ensures oceans remain clean, and reduces the impact of climate change.)</p> <p>To know the environmental changes that have occurred at the Arctic and Antarctic circles.</p> <p>To know the terminology 'longitude and latitude'.</p>	<p>To be able to understand and describe the importance of recycling and explain the impacts this has on our environment, climate and oceans.</p> <p>To be able to identify the position of the Arctic and Antarctic Circle, (Including longitude and latitude) using a globe and digital mapping.</p>	Hills, mountains, coasts, rivers. Climate changes, impacts, Antarctic, Arctic
Year 6	Spring	Climate Change: Be the Change	History	NA		
Year 6	Spring	Climate Change: Be the Change	Music	<p>To know about lyrics and their importance in a song.</p> <p>To know about Hans Zimmer and how compositions for television.</p> <p>To know how to recreate sounds using percussion instruments or homemade instruments.</p>	<p>To be able to analyse lyrics in modern songs, such as What a Wonderful World by Louis Armstrong, Big Yellow Taxi by Joni Mitchell, Feels like Summer by Childish Gambino or The 1975 by The 1975, and know their purpose.</p> <p>To be able to explain how Hans Zimmer uses music to represent animals (in documentaries such as: Our Planet, Blue Planet II and Planet Earth).</p> <p>To be able to use instruments to recreate the sounds of an animal.</p>	Lyrics, purpose, orchestra, score, choir, duet, ensemble, harmony, flat, sharp, major, minor, performance, genre, pitch, crescendo, decrescendo, dynamics, duration.

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Year 6	Spring	Climate Change: Be the Change	PE	<p>To know that adding media to paint will create texture (texture)</p> <p>To know that using media in paint can add texture (texture)</p> <p>To know the art form of Lithography (An ancient form of printing that uses a flat stone or metal plate) (Printing)</p> <p>To know artists who use printing in their artwork (printing)</p> <p>To know that different tones, hue and mood can be created by mixing primary colours (red, blue and yellow) and secondary colours (orange, green and purple) to create tertiary colours. (colour)</p> <p>To know that the above colours can be changed to create different tones by adding white or black. (colour)</p>	<p>To be able to play in different positions on a netball pitch.</p> <p>To be able take part in a game of netball.</p> <p>To be able to referee a game of netball.</p> <p>To be able to show some degree of tactics in a game of netball.</p> <p>To be able show continuing improvement in archery.</p> <p>To be able to create archery inspired games.</p> <p>To be able to show continuing improvements in goalball games.</p> <p>To be able to create goalball inspired games.</p> <p>To be able take part in a game of basketball.</p> <p>To be able to referee a game of basketball.</p> <p>To be able to show some degree of tactics in a game of basketball.</p> <p>To be able take part in a game of badminton.</p> <p>To be able to referee a game of badminton.</p> <p>To be able to show some degree of tactics in a game of badminton.</p>	<p>Overhead, Bounce, Chest, Pass, Catch, Aim, Hoop, Positions, Shoot.</p> <p>Bow, Pull, Arrow, Flight, Shoot, Load.</p> <p>Roll, Goalball, Blindfold, Inclusion, Defend, Goal.</p> <p>Badminton racket, Shuttlecock, Shot, Rally, Serve, Opponent, Referee, Tactics.</p>

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Year 6	Spring	Climate Change: Be the Change	RE	<p>To understand if Sikh stories still have relevance today (Yr 1 Milk and Jasmine Flower and EYFS The Crying Camel etc) (Stories)</p> <p>To understand why and where Sikhs congregate and what happens there, and how this shows respect (Yr 4) (Places of worship)</p> <p>To understand a Buddhist is enlightened and if it is possible for us to be</p> <p>To understand what makes a good Buddhist (Yr 4 and 5 The Eightfold path) (Kindness)</p>	<p>To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God</p> <p>To be able to refer to symbols, stories, religious teachings, places of worship, acts of worship and analyse and explain a variety of different interpretations of language, expression and symbolism</p> <p>To be able to describe and connect the different religions in terms of festivals, rituals etc in a variety of ways</p> <p>To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do.</p> <p>To be able to analyse the reasons why some religious people practise their way of life within a community of some believers practise their way of life alone</p> <p>To be able to analyse a religious teaching from scripture or a quote from a religious leader, founder or inspirational person. Consider how it can be inspirational to a person of any or no faith</p> <p>To be able to with confidence use the correct vocabulary to explain the significance of different forms of religious and moral expression for believers</p>	<p>Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Onkar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.</p> <p>Generosity, Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Siddhartha, 8 paths</p>

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					<p>To be able to give an informed and well-argued account of your own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings</p> <p>To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and argue how far you personally agree with these religious and moral standpoints</p> <p>To be able to reflect and confidently use reasoning to express their views and ideas and those of others</p>	