

# Year 6 Spring 2 Immersive Learning Themes

Life Skills					
Remember	Understand	Apply	Analyse	Evaluate	Create
Recall facts and basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections amongst ideas	Justify a stand or decision	Produce new or original work
<i>Define, define, describe, duplicate, explain, identify, illustrate, list, locate, memorise, recite, repeat, state, tell, quote</i>	<i>Classify, describe, discuss, explain, identify, interpret, paraphrase, recognise, report, select, summarise, translate</i>	<i>Articulate, demonstrate, dramatise, execute, interpret, implement, operate, prepare, relate, sketch, solve, teach, use</i>	<i>Categorise, compare, conclude, connect, contrast, distinguish, examine, illustrate, organise, questions, take apart, test</i>	<i>Appraise, argue, critique, defend, grade, judge, plan out, prioritise, reframe, select, support, value, weigh</i>	<i>Assemble, author, collaborate, construct, design, develop, formulate, invent, investigate, modify, rewrite, role-play,</i>

1 Week Focus	3 Week Focus	2 Week Focus
Science	Engineering, Science, Art	RE, Geography, Maths
Evolution and Inheritance	Mother's Day	Easter
<p><b>Life Skill:</b> Remember and Understand  <b>Vocabulary:</b> <i>characteristics, process, inheritance, evolution, genetics, alleles, dominant, hereditary</i>  <b>Enrichment:</b> Building an interactive model of adaption using the core book 'Moth by Daniel Egneus</p>  Article 28	<p><b>Life Skill:</b> Create and Apply  <b>Vocabulary:</b> <i>lineage, heritage, maternal, motherly, heroine, appreciative, affection, dedication, cherish</i>  <b>Engineering Specific Vocabulary:</b> <i>LED, conductor, circuit break, switch, test, wire, aesthetic</i>  <b>Enrichment:</b> Mum's Morning (Friday 25th March)</p>  Article 3	<p><b>Life Skill:</b> Analyse and Evaluate  <b>RE Vocabulary:</b> <i>sacrifice, crucify, commemoration, reincarnation, morality, monathiestic</i>  <b>Geography Vocabulary:</b> <i>aerial view, birds eye view, sketch maps.</i>  <b>Enrichment:</b> Supporting Reception in their Easter Egg Hunt with their map designs and story books.</p>  Article 30
<p><b>Science (main subject)</b></p> <p>Understanding how animals inherit characteristics.</p> <p>Understanding how animals adapt to their environment</p> <p>Understanding how animals evolve over time.</p> <p><b>English:</b> Reading and researching information about another animal that has adapted to its environment.</p>	<p><b>DT (main subject):</b> <b>Creating a card with a light up element</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>...incorporate electrical systems in a final product.</li> <li>... map out where different components of my circuit will go.</li> <li>... use layers and spacers to hide the workings of electrical circuits for an aesthetically pleasing finish.</li> </ul> <p><b>Science:</b> Circuits and electricity  <b>Art:</b> William Morris Artist study  <b>English:</b> Letter writing</p>	<p><b>RE (main subject):</b> What happened on the first Easter Sunday? How is it celebrated around the world?</p> <p><b>Geography:</b> (Fieldwork) Creating a to-scale aerial map of the Reception garden for the Easter Egg Hunt. Including</p> <ul style="list-style-type: none"> <li>- designing a key based on an exploration of ordnance survey maps.</li> <li>- Showing changes in terrain and key human and physical features.</li> </ul> <p><b>English:</b> Newspaper report on the Easter Egg Hunt.  <b>PSHE:</b> Dreams and Goals: set challenging and realistic goals for myself, identify steps to success</p>