

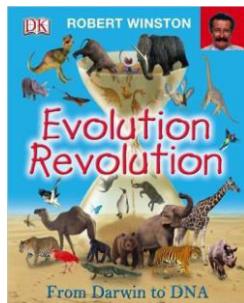
## ENGLISH

Myth: Children will learn a creation myth in English lesson through talk for writing. They will then change the story to create a creation myth of their own.

Poetry: Limerick

Poetry based on Charles Darwin, animals he studied and the Galapagos islands.

In English, children will write discussion texts based on imaginary themes. They will then apply what they have learned to write a discussion text about Darwin's and religious creation theories.



## MATH

Venn and Carroll diagrams – Sorting animals based on different criteria.

Temperature of different places. Climate graphs.

# Have we always looked like this? (Y6)

## Possible trips / ideas:

Centre of Life – Newcastle – Evolution workshop      Danby moor centre

## SCIENCE

Evolution and Inheritance:

Children will learn about Darwin and his theories. Children will explore how plants and animals have adapted over time to suit their environment. This will involve comparing animals found in UK to animals found of the Galapagos islands.

All living things:

Children will work scientifically to classify plants and animals using specific criteria to differentiate between them. This will include comparing animals found in the UK to animals found in Galapagos islands.

## GEOGRAPHY

Children will use maps and atlases to discover the journey that Darwin made from England to the Galapagos islands on the HMS beagle. Children will then use maps and create their own maps to plan an adventure of their own.

Children will compare the English countryside to the Galapagos islands, focussing on human and physical geography. Children will use this understanding to compare animals and adaption in science.

## COMPUTING

Handling Data:

Children will collect data about different animals using different criteria used in science lessons. They will log the data they have collected and create databases using excel as well as online databases.

## RE

**How did it all start?**

Explore religious creation stories. Compare to what naturalists believe. Hold class discussions based on different groups theories.

**Subjects taught discretely**

**PE**

**FRENCH**

**ART: Acrylic painting:** The children will record observations of animals and develop their sketching abilities to do so accurately and scientifically. Children to experiment with colour, tone and texture. Children to create art work using acrylic paint of animals found on the Galapagos islands. Children will be given a criteria as to how the Galapagos islands may change over the next 100 year and must sketch and paint how the animal may adapt.

# Have we always looked like this? (Y6)

## GEOGRAPHY

Geographical enquiry:

- ✓ Can they confidently explain scale and use maps with a range of scales?
- ✓ Can they choose the best way to collect information needed and decide the most appropriate units of measure?
- ✓ Can they make careful measurements and use the data?
- ✓ Can they use OS maps to answer questions?
- ✓ Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?

Physical geography:

- ✓ Can they give extended description of the physical features of different places around the world?
- ✓ Can they describe how some places are similar and others are different in relation to their human features?
- ✓ Can they accurately use a 4 figure grid reference?
- ✓ Can they create sketch maps when carrying out a field study?

Geographical knowledge:

- ✓ Can they recognise key symbols used on ordnance survey maps?
- ✓ Can they name the largest desert in the world?
- ✓ Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles?
- ✓ Can they explain how the time zones work?

# Have we always looked like this? (Y6)

## SCIENCE INVESTIGATION

Planning:

- ✓ Can they explore different ways to test an idea and choose the best way, and give reasons?
- ✓ Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?
- ✓ Can they plan and carry out an investigation by controlling variables fairly and accurately?
- ✓ Can they make a prediction with reasons?
- ✓ Can they use information to help make a prediction?
- ✓ Can they use test results to make further predictions and set up further comparative tests?
- ✓ Can they explain (in simple terms) a scientific idea and what evidence supports it?
- ✓ Can they present a report of their findings through writing, display and presentation?
- ✓

Observing and gathering evidence:

- ✓ Can they explain why they have chosen specific equipment? (incl ICT based equipment)
- ✓ Can they decide which units of measurement they need to use?
- ✓ Can they explain why a measurement needs to be repeated?
- ✓ Can they record their measurements in different ways? (incl bar charts, tables and line graphs)
- ✓ Can they take measurements using a range of scientific equipment with increasing accuracy and precision?

Considering evidence and evaluating:

- ✓ Can they find a pattern from their data and explain what it shows?
- ✓ Can they use a graph to answer scientific questions?
- ✓ Can they link what they have found out to other science?
- ✓ Can they suggest how to improve their work and say why they think this?
- ✓ Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
- ✓ Can they report findings from investigations through written explanations and conclusions?

# Have we always looked like this? (Y6)

## SCIENCE

### Evolution

- ✓ Can they give reasons for why living things produce offspring of the same kind?
- ✓ Can they give reasons for why offspring are not identical with each other or with their parents?
- ✓ Can they explain the process of evolution and describe the evidence for this?
- ✓ Can they begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments?
- ✓ Can they talk about the life of Charles Darwin?

### All living things

- ✓ Can they explain the classification of living things into broad groups based on common observable characteristics? (five kingdoms of all living things, vertebrates, mammals, marsupials)
- ✓ Can they sub divide their original groupings and explain their divisions?
- ✓ Can they group animals into vertebrates and invertebrates?

# Have we always looked like this? (Y6)

## ART

Pupils should be taught:

Drawing – Pencil:

- ✓ Can they explain why they have combined different tools to create their drawings?
- ✓ Can they explain why they have chosen specific drawing techniques?

Acrylic painting:

- ✓ Can they explain what their own style is?
- ✓ Can they use a wide range of techniques in their work?
- ✓ Can they explain why they have chosen specific painting techniques?

Knowledge:

- ✓ Can they make a record about the styles and qualities in their work?
- ✓ Can they say what their work is influenced by?
- ✓ Can they include technical aspects in their work, e.g. architectural design?

# COMPUTING

## HANDLING DATA

- ✓ The process of data handling: generate, process, interpret, store.
- ✓ Refine searches
- ✓ Investigate accuracy
- ✓ Excel: Filter and formulae
- ✓ Plan investigations for data logging
- ✓ Use Google earth and create a database.
- ✓ Online databases

# Have we always looked like this? (Y6)

## RE

### How did it all start?

- ✓ Can they describe different features of religions and worldviews?
- ✓ Can they make connections between different religions and world views?
- ✓ Can they reflect on their ideas?
- ✓ Can they describe and understand links between stories and other aspects of the communities they are investigating?
- ✓ Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?
- ✓ Can they explore and describe a range of beliefs?
- ✓ Do they understand different ways of expressing meaning?
- ✓ Can they observe and understand varied examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities?
- ✓ Can they observe and understand varied examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities?
- ✓ Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?
- ✓ Can they represent other's views on the same?
- ✓ Can they express their own ideas clearly in response?

# Discrete subject

## PE

- ✓ Basketball:
  - ✓ Hit the ball with purpose, varying speed, height and direction
  - ✓ Position themselves well on court and use space effectively
  - ✓ Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game

Dance:

- ✓ To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style
- ✓ To explain the relationship between dance and music

Cricket:

- ✓ Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding
- ✓ Use tactics which involve bowlers and fielders working together

Gymnastics:

- ✓ Make up longer and more complex sequences, including changes of direction, level and speed
- ✓ In small groups prepare and perform a sequence
- ✓ Show an awareness of factors influencing
  - ✓ Performance + suggest improvements

# Discrete subject

## French

- ✓ listen attentively to spoken language and show understanding by joining in and responding
- ✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ✓ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- ✓ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- ✓ present ideas and information orally to a range of audiences\*
- ✓ read carefully and show understanding of words, phrases and simple writing
- ✓ appreciate stories, songs, poems and rhymes in the language
- ✓ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ✓ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- ✓ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.