	Year Six Term 3 **Evolution and Inheritance**					

	Writing Map		**Reading Spine**			
English	Theme	Materials				
	Main Text	Oliver Twist				
	Text Type	Rags to riches Focus: flashback				
	Poetry Unit	Daffodils – William Wordsworth				
	Narrative Unit	Stories with flashbacks (rags to riches)				
	Non Fiction Unit	Biography – Darwin/Mary Anning				
Mathematics	• Word Problems • Percentage • Ratio					
Science Revision States of matter Yr4 Properties and changes Yr5	<u>**Working Scientifically**</u> **Links to the statutory programme of study:** • Can they plan different types of scientific enquiries to answer questions? • Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can they identify scientific evidence that has been used to support or refute ideas or arguments? **Non-statutory notes & guidance:** • Can they raise questions about local animals and those in more extreme environments and how they are adapted to survive? • Can they analyse the advantages/disadvantages of specific adaptations? E.g. two feet or four feet, long or short beak…. •Can they identify the differences & similarities between an ammonite & a snail shell and use this information to raise pertinent questions for further investigation? <u>**Evolution and Inheritance**</u> Pupils should be taught to: • 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. **Ideas** • *Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time* • *They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.* • *They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.* • *Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.* Note: At this stage, pupils are not expected to understand how genes and chromosomes work. Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for					

	example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.
History	No history
Geography	No geography
e-safety	**Knowledge and Understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	**Information Technology/Computer Science:** App Creation App Inventor *To be adapted for USO access
Religious Education	**What do people believe about life after death?** • What is death? • What is a children's hospice? • What do Hindus believe about life after death? • What do Sikhs and Buddhists believe about death? • What do Christians believe about life after death? • What do Muslims believe about life after death? • Is death the end? • How do people cope after someone they know has died?
Physical Education Dance	**Dance – see Matalan cards** **Acquiring and developing skills** • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? • Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances? • Can they perform to an accompaniment expressively and sensitively? • Can they perform dances fluently and with control? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? • Do they use appropriate criteria to evaluate and refine their own and others' work? • Do they talk about dance with understanding, using appropriate language and terminology? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? • Can they warm-up and cool-down independently?

- Do they understand how dance helps to keep them healthy?

Challenging
- *Can they interpret different stimuli with imagination and flair?*
- *Can they create, refine and structure movements and patterns with artistic understanding?*
- *Can they communicate the artistic intention of a dance clearly, fluently, musically and with control?*
- *Do they take the lead when working in a group?*
- *Can they help others to refine and structure movements and patterns?*
- *Do they understand why dancing is good for their health?*
- *Can they organise their own warm-up and cool-down activities to prepare for, and recover from, dance?*
- *Do they describe, interpret and evaluate dance, using appropriate language and terminology?*

<u>Coach – football</u>
Acquiring and developing skills
- Can they explain complicated rules?
- Can they make a team plan and communicate it to others?
- Can they lead others in a game situation?
- Do they apply their skills, techniques and ideas consistently?
- Do they show precision, control and fluency?

Evaluating and improving
- Can they analyse and explain why they have used specific skills or techniques?
- Can they modify use of skills or techniques to improve their work?
- Can they create their own success criteria for evaluating?

Health and fitness
- Can they explain how the body reacts to different kinds of exercise?
- Can they choose appropriate warm ups and cool downs?
- Can they explain why we need regular and safe exercise?

Art and Design	No art and design
Design and technology	**<u>Cooking and nutrition – making pizzas</u>** **Developing, planning and communicating ideas** • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods? • Can they use a range of information to inform their designs? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? **Working with tools, equipment, materials and components to make quality products.** • Can they use tools and materials precisely? • Do they change the way they are working if needed? **Evaluating processes and products** • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials? • Can they justify design in relation to the audience? • Can they justify why the chosen material was the best for the task? • Can they explain how their product should be stored with reasons? Link to cake stall RE/Citizenship week – raising money
Music	• Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • *Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?*
French	**Listening and responding** •Do they listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words? •Do they read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling? **Speaking** •Do they engage in a short conversation using familiar questions and express opinions? •Do they manipulate language to create and say sentences of their own choice using familiar language? •Do they manipulate language using a language scaffold to present their own ideas /information in more complex sentences?

	Reading and responding •Do they follow a familiar more complex text and read aloud? •Do they understand the gist of an unfamiliar text using familiar language? •Do they pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules? •Do they read and show understanding of a series of complex sentences using familiar language? •Do they use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context? **Writing** •Do they write and say a complex sentence manipulating familiar language, using a dictionary for new language? •Do they write complex sentences from memory manipulating familiar vocabulary with understandable accuracy? **Grammar** •Do they demonstrate understanding of knowledge adjectival agreement; 3rd person sing/pl. of regular/ high frequency verbs; definite article; elision WITH a relative clause in construction of complex sentences?	

PSHE	**e-safety**
	
	Dreams and Goals
	  Personal learning goals
	  Steps to success
	  My dream for the world
	  Helping to make a difference
	  Helping to make a difference
	  Recognising our achievements
		Can they stay motivated when doing something challenging?
		Can they keep trying even when it is difficult?
		Can they work well with a partner or in a group?
		Do they have a positive attitude?
		Can they help others to achieve their goals?
		Are they working hard to achieve their own dreams and goals?

Enrichment	- Citizenship week - Numeracy Week - Anthony Glen – Macbeth - Football tournament - Drug Education - Spelling Bee Competition - Houses of Parliament - Aspirations |Week	