Evolution - Year 6 Autumn 2

School Trip: Cumberland House – Natural History Museum (TBC)

Exit Point: Art display in the school hall.

School Value: Challenge Th

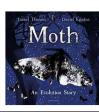
The Arts:

Books linked to the wider curriculum:









Computing (Purple Mash)

Context: Quizzing

- LI: To create a picture-based guiz for young children.
- LI: To learn how to use the question types within 2Quiz.
- LI: To explore the grammar guizzes
- LI: To make a quiz that requires the player to search a database
- LI: To make a guiz to test your teachers or parents

Religious Education (Living Difference IV)

Awaiting new planning for September 2022

Art and Design – William Morris

- LI: To understand the life and work of an influential artist in history through research.
- LI: To be able to use language to describe the artworks of an influential artist.
- L.I. To be able to combine colours, tints, tones and pattern to recreate work in the style of an influential artist.
- L.I. To use lines and colour in creating an original piece drawing upon ideas from other artists.
- L.I. To be able to respectively and effectively evaluate own and others work.

Music: Weekly singing assemblies.

Context: Charanga - Classroom Jazz 2

- L.I: To be able to play the tune/head
- L.I: To be able to improvise using tuned instruments beginning to read and identify notes of C Major scale (CDEFGABC)
- L.I: To be able to improvise using the notes of the tune/head on tuned instruments. (In the style of the Blues 12 bar using notes C, B b & G) (Ext: C, B b, G, F & C)

Physical Education

Indoor - Context: Table Tennis

- LI: To know what improvisation means.
- LI: To be able to complete movements related to an object.
- LI: To complete movements related to an object with a partner.
- LI: To create movements in a sequence and critique others.
- LI: To understand how the body moves in different ways.

<u>Outdoor – Context: Football and Hockey Skills</u> <u>Zuko Sports</u>

Spanish (Language Angels)

Context: To say your name, age, how you are feeling and where you live in Spanish

- LI: To be able to count to 20 in Spanish.
- LI: To ask somebody how they are feeling, their age, name and where they live in Spanish.
- LI: To say how we are feeling, how old we are, what our name is and where we live in Spanish.
- LI: To be able to apply the rules of adjectival agreement when saying our nationality in Spanish.

Science

Context: Evolution and Inheritance

- L.I: To understand adaptive traits.
- L.I: To identify how animals and plants are adapted to suit their environment in different ways.
- L.I: To understand inherited traits, including the difference between selective and cross-breeding.
- L.I: To recognise that living things have changed over time
- LI: To understand the development of evolutionary ideas and theories over time (Charles Darwin and Alfred Wallace)
- LI: To examine fossil evidence supporting the idea of evolution

Geography (Location/Humans on Earth)

(Context: Trade links - railways and waterways)

- LI: To identify the position and significance of geographical features
- LI: To explore how human activity changes the natural landscape
- LI: To explore the impact of human activity on the natural world

PSHE - (PSHE Association Thematic Model Planning)

Context: Safe Relationships

- L.I: To understand what consent means
- L.I: To be able to understand and identify healthy and unhealthy relationships
- L.I: To recognise and respond to pressure (including online)
- L.I: To understand shared responsibility and strategies to deal with pressure.
- L.I: To understand where to get advice and how to report concerns.

Context: Respecting ourselves and others

- L.I: To understand how personal behaviours can affect other people.
- L.I: To understand how to discuss and debate topical issues respectfully.

Spanish (Language Angels)