


Evolution - Year 6 Autumn 2

<p>School Trip: Cumberland House – Natural History Museum (TBC)</p>	<p>Exit Point: Art display in the school hall.</p>	<p>School Value: Challenge</p>	<p>The Arts:</p>
<p>Books linked to the wider curriculum:</p> 	<p>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 respectfully and effectively evaluate own and others work.</p>	<p>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 compose your own tune/head using tuned instruments. <i>(In the style of the Blues 12 bar using notes C, B ♭ & G) (Ext: C, B ♭, G, F & C)</i> L.I: To be able to improvise using the notes of the tune/head on tuned instruments. <i>(In the style of the Blues 12 bar using notes C, B ♭ & G) (Ext: C, B ♭, G, F & C)</i></p>	<p>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. Outdoor – Context: Football and Hockey Skills Zuko Sports</p>
<p>Computing (Purple Mash) Context: Quizzing LI: To create a picture-based quiz for young children. LI: To learn how to use the question types within 2Quiz. LI: To explore the grammar quizzes LI: To make a quiz that requires the player to search a database LI: To make a quiz to test your teachers or parents</p>		<p>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.</p>	
<p>Religious Education (Living Difference IV) Awaiting new planning for September 2022</p>			
<p>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</p>	<p>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</p>	<p>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.</p>	