

Y6 Term 5

English	SATS reading and SPAG revision Odysseus – short burst writing	Maths	Properties of shapes, position and direction
Science: Classification, Evolution and Inheritance			
NC objectives from termly overview Children will be taught to: <u>Scientific Knowledge</u> *describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals *give reasons for classifying plants and animals based on specific characteristics. *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 <u>Scientific Enquiry Skills</u> *answer questions using evidence gathered from different types of scientific enquiry, e.g. describing the effects of gravity as a result of experiment, survey and secondary research. *identify and manage variables, e.g. speed and sizes in falling parachutes. *use appropriate equipment, such as meter rule, to take measurements, e.g. measuring the force needed to pull different shapes of boat through the water. *consider how, by modifying instrument or technique, measurements can be improved, e.g. when recording the apparent movement of the sun. *identify situations in which taking repeat readings will improve the quality of evidence, e.g. investigating the effect of gravity on a falling object. *use labelled diagrams to show complex outcomes, e.g. relating specific adaptations of organisms to environmental factors. *use various ways, as appropriate, to record complex evidence, e.g. in the construction of a key to aid plant identification. *use line graphs to display complex data, e.g. time of day in relation to the position of a shadow. *display and present key findings from enquiries orally and in writing, e.g. deciding how well classifications fit unfamiliar animals and plants. *in conclusions, indicate how trustworthy they are, e.g. when timing falling objects. *write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker *use evidence to suggest further comparative or fair tests that would develop the investigation, e.g. in the design of paper aeroplanes. *identify how an idea is supported or refuted by evidence, e.g. selective breeding to produce animals or plants with desirable characteristics. <u>Notes and guidance (non-statutory)</u> <i>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</i> <i>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.</i> <u>Pupils might work scientifically by:</u> -using classification systems and keys to identify some animals and plants in the immediate environment. -researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.			

History/Geography: Ancient Greece: What is its legacy?

NC objectives from curriculum progressions

Children will (be taught to):

Historical Knowledge

- *learn about Ancient Greek life: politics, art, alphabet, thinking (science, maths and philosophy), literature and sport
- *explore why its impact on western life is still evident 3000 years later
- *identify this period of history on a chronological timeline
- *sequence key developments during this period on a timeline

Historical Concepts

- *explain and evaluate the significance of Ancient Greece to modern day life in Britain
- *consider, in broad terms, the influence of historical periods on modern day life

Historical Enquiry

- *address and devise historically valid questions relating to cause, effect, change and significance
- *construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology
- *evaluate a range of primary and secondary sources
- *explore how there can be different interpretations of the same historical event

Geographical Knowledge

- *locate Greece and the oceans around it
- *identify the position and significance of the Equator; and the Southern and Northern Hemispheres; the Arctic and Antarctic circles; lines of longitude and latitude, including the Tropics of Cancer and Capricorn; and time zones and the Prime/Greenwich Meridian

Geographical Understanding

- *describe and understand the interaction between physical and human processes, in terms of the mountainous landscape of Greece and the quantity of islands giving rise to separate states in Ancient Greece

Geographical Enquiry

- *use maps, atlases, globes and digital/computer mapping to locate Greece
- *use the eight points of a compass, four- and six-grid references, symbols and key to build their knowledge of Greece

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Explanations	Measurements Graphs	

Art/DT: DT – Ugly Dolls

Children will:

Design

- *investigate Ugly Dolls: how and why they were designed and made, the variety of designs available
- *conduct research, including surveys of other pupils, to discover the popularity of different colours/designs/sizes etc of Ugly Dolls
- *generate innovative ideas through discussion and identify a purpose for their product – a well-made Ugly Doll which reflects current trends
- *draw up a specification for their design, indicating the features that will appeal to intended users and how they will make the doll (types of stitches etc)
- *through discussion, explore, develop and communicate design proposals by modelling ideas, using ICT where appropriate
- make design decisions, taking account of constraints such as time, resources and cost

Make

- *develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
- *be taught how to use a pattern
- *be taught a variety of stitches
- *select appropriate tools, and techniques (types of stitches), explaining choices

*use equipment safely and accurately *measure and mark out accurately *make modifications, where necessary *cut and join with accuracy to ensure a good-quality finish to the toy Evaluate At the start of the unit: * evaluate existing examples of ugly dolls/soft toys <table><tr><td>- how well products have been designed</td><td>- how well products have been made</td><td>- why materials have been chosen</td><td>- what methods of construction have been used</td></tr><tr><td>- how well products work</td><td>- how well products achieve their purposes</td><td>- how well products meet user needs and wants</td><td>- who designed and made the products</td></tr><tr><td>- where products were designed and made</td><td>- when products were designed and made</td><td>- whether products can be recycled or reused</td><td>- how much products cost to make</td></tr><tr><td>- how innovative products are</td><td>-how sustainable the materials in products are</td><td>-what impact products have beyond their intended purpose</td><td></td></tr></table> *identify criteria that can be used for their own designs During the unit: *critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make At the end of the unit: *evaluate their products against the original design specification, carrying out appropriate tests *share their products with Y3 pupils and gather feedback *record evaluations with labelled diagrams	- how well products have been designed	- how well products have been made	- why materials have been chosen	- what methods of construction have been used	- how well products work	- how well products achieve their purposes	- how well products meet user needs and wants	- who designed and made the products	- where products were designed and made	- when products were designed and made	- whether products can be recycled or reused	- how much products cost to make	- how innovative products are	-how sustainable the materials in products are	-what impact products have beyond their intended purpose	
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ICT: We are app designers																
We are app designers: research, design, make, market and pitch a mobile phone app. Market research using internet, make using PowerPoint, use Green Screen technology to make an advert, pitch in a ‘Dragon’s Den’ scenario. See curriculum progression document for objectives for the year-long project. E-safety – Online Relationships and Reputation (Project Evolve)																
PSHE: The Wider World: Social Media																
Children will be taught: L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L17. to explore and critique how the media present information L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other																
French: The Weekend																
Children will be taught how to: *ask what the time is in French. *tell the time in French. *say what they do at the weekend in French. *to integrate connectives into their work. *present an account of what they do and at what time at the weekend.																
PE																
Indoor PE Gymnastics (Multi-Ability Focus: Cognitive) Outdoor PE Net & Wall (Multi-Ability Focus: Social)																

Music
Y7 Transition Unit: Orchestral instruments and notation Learning to play the violin: Abracadabra The Show!!!
RE: What do religions say to us when life gets hard?
This unit will enable children to: *give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation (A3). *outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). *raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). *express ideas about how and why religion can help believers when times are hard, giving examples (B2). *explain some similarities and differences between beliefs about life after death (B2). *explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). *explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).