



SEAFORD PRIMARY SCHOOL

Year 6 Term 6

<p>Topic Title- Evolution</p>									
<p><u>History</u> <u>Knowledge and understanding</u> Describe how some changes impact both on subsequent periods and, in the long term, on today's society <u>Chronology</u> Use timelines to place events, periods and cultural movements from around the world and use these as a reference point. Use key timelines to demonstrate changes and development in 1 key areas. <u>Historical Contexts</u> Select the most appropriate source material, using primary and secondary, for a particular task <u>Organise, Evaluate and communicate information</u> Present information in an organised and clearly structure way and in the most effective/ appropriate manner, e.g. written explanations, tables, charts, labelled diagrams. <u>Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise responses by selecting and organising relevant historical data <u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p>	<p><u>Geography –</u> No specific Geography this term. <u>Knowledge</u></p> <p><u>Key Skills:</u></p> <p><u>Enquiry:</u></p>	<p><u>Science</u></p> <table border="1" style="width: 100%;"> <tr><td>The Game of Survival</td></tr> <tr><td>1. Inheritance detective</td></tr> <tr><td>2. Mutations and adaptations</td></tr> <tr><td>3. Extreme survival</td></tr> <tr><td>4. Meet the evolutionary pioneers</td></tr> <tr><td>5. Evolutionary trees and fossils</td></tr> <tr><td>6. The tale of the giraffe's neck</td></tr> </table> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting 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 <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>	The Game of Survival	1. Inheritance detective	2. Mutations and adaptations	3. Extreme survival	4. Meet the evolutionary pioneers	5. Evolutionary trees and fossils	6. The tale of the giraffe's neck
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<p><u>English</u> <u>Text/Genres</u> 'Skellig' by David Almond Poetry Persuasive writing Writing in role <u>Writing Opportunities</u> Balanced argument/ persuasion RE: home-schooling</p>	<p><u>Maths (opportunities for maths links)</u></p> <ul style="list-style-type: none"> Angles in a triangle – missing angles Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3-D shapes 	<p><u>Computing</u> <u>E-Safety</u> Lesson linked to the needs of your class. <u>Coding-Scratch Project</u> To plan an interactive game or animation To create an interactive game or animation</p>							

Narrative			
<p>Design Technology Investigate</p> <p>Design and Make Bionic arms</p> <p>Evaluation</p>	<p>Art and Design - insects Knowledge</p> <p>Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking in to account the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Understand the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>Ideas</p> <p>Develop and express own personal ideas through open ended research. Confidently use sketchbook to explore ideas, experiences, processes and planning and to solve problems. Acknowledge that the creative process is not always easy or resolved. Develop sensitivity to appraise work and accept constructive criticism.</p> <p>Craft Skills</p> <p>Press print repeat pattern onto fabric.</p> <p>Overprint using different colours.</p> <p>Can embellish decoratively using more layers of materials to build complexity and represent the qualities of a surface or thing e.g. buildings, landscape – when using collage as an art form.</p>	<p>P.E</p> <p>Pupils will be developing their skills in gymnastics, dance, and striking and fielding games throughout the summer.</p> <p>Skilfulness</p> <p>To move and be still with control, composure, good body shape, tension and changes in speed and effort. To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control.</p> <p>Condition, Health and Well-Being</p> <p>To create and use tactics and compositional ideas that suit the situation with some success. To respond to changes in situations and new challenges and conditions with some rationale. To know what a healthy lifestyle is and how to live their lives more healthily.</p> <p>Decision Making</p> <p>To make accurate comments about quality of their own and others' performances and actions. To assess performance and actions against criteria and suggest improvements</p>	
<p>PSHE-Changing Me</p> <p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how a baby develops from conception through to nine months of pregnancy and how it is born.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship.</p> <p>I am are of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>	<p>R.E. Worship, Pilgrimage and Sacred Places.</p> <p>Compare different sacred places Pupils make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or 'the Holy Land' for Christians, describing the motives people have for making spiritual journeys</p> <p>Linking to history and design technology, pupils consider how the architecture of churches, mosques, mandirs or gurdwaras expresses a communities way of life, values and beliefs</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p>	<p>Music</p> <p>This term pupils will be working together to develop their singing skills in preparation for their end of year performance</p> <p>I can sing in tune</p> <p>I breathe well and pronounce words, change pitch and show control in my singing.</p> <p>I perform songs with an awareness of the meaning of the words.</p> <p>I perform songs in a way that reflects there meaning and the occasion.</p> <p>Use different venues and occasions to vary my performances.</p>	<p>French</p> <p>We will be increasing our knowledge of food and drink vocabulary and using this topic as a broad context in which to learn the basic vocabulary to express opinion, (I like/I don't like.) We will then revise previous conversation topics and expand our ability to express opinion in other areas.</p>
<p>Super Start</p> <p>Mystic Middle-these need to be completed.</p>			

Epic End

Links to careers-Healthy Me Project linked to Healthy Lifestyles <https://education.nfuonline.com/Stemterprise>

Links to careers-a website showing the skills needed for different careers. <https://icould.com/>