

St Dennis Primary Academy

Year: 6

Term: Spring 1

Curriculum Drivers

Big Question: Do we agree with Darwin's theory of evolution?

Stunning Start:

Making Clay Fossils and 'Discovering Darwin' day

Fabulous Finish:

Darwin Quiz - children vs parents

Real life experiences

Visit to Newquay Zoo to take part in an evolution workshop
Reverend to visit to discuss their views on Science vs Creation



English

Storytelling Text: One Smart Fish by Chris Wormwell



Imitation: Read One Smart Fish and learn the text through drama techniques (Hot seating)

Spelling, Punctuation and Grammar: Use of synonyms, antonyms, inverted commas, semi-colons and colons

Innovation: Changing the creature/evolution

Invention: Write a wishing tale

Wider Curriculum Writing: Biography of Charles Darwin (Geography)

Novel Study Text: Skellig by David Almond

Assembly Theme: Achievement

Emotional Literacy: How do I feel? / My zones across the day / Caution! Trigger ahead

Wellbeing

Setting goals and having high aspirations through setting New Year's resolutions. Celebrating achievements and strengths through creating a display to evidence their personal targets and aspirations.



Mathematics:

Fractions, decimals and percentages
Shape



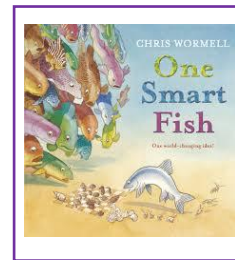
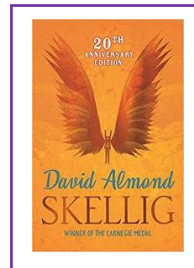
Oracy

Physical: To adjust tone, volume and pace for a given purpose and audience.

Linguistic: To use sophisticated vocabulary appropriate to the context and purpose of talk when asking the Reverend questions.

Cognitive: To assess different viewpoints and present counterarguments when debating if religion and Science are linked to creation.

Social and Emotional: To develop an awareness of group dynamics.



Environment and Community




Visit to Newquay Zoo's Evolution workshop.






Key Skills Session:

Tough 10 daily arithmetic
Multiplication grid 1 x weekly
Weekly Arithmetic Test

	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Biology Unit: Evolution and Inheritance	Themes: Location, techniques, diversity Unit: Do we agree with Darwin's theory of evolution?	Theme: Creation/Fall Unit: Creation and science, conflicting or complimentary? (Unit 34)	Area: Data and information Unit: An introduction to spreadsheets Natterhub: Secure it
Builds On:	Year: 2 Term: Spring 2 Unit: Living things and their habitats Year: 3 Term: Autumn 2 Unit: Chemistry - Rocks	Year: 5 Term: Autumn 2 Unit: Climate zones and mountains	Year: 3 Term: Autumn 1 Unit: What do Christians learn from the creation story? (Unit 23)	Year: 5 Term: Autumn 2 Unit: Flat-file databases
Memory Master:	What animals are suited to that habitat and how? Fossils – how they are formed	Label a world map with the Equator, tropics and poles and discuss why the lines of latitude are important. Climate zone quiz and mind map-why are the lines of latitude important?	Children identify each part of the 'Big Story' and as a class or in groups, mind map what they have learnt about each part.	What are databases? What do databases allow people to do?
Lesson Sequence:	I can identify how animals are adapted to their environment.	I can identify the position and significance of the Equator and the Tropics of Cancer and Capricorn. I can identify and describe key physical features.	What can we find out about the creation story in Genesis 1?	I can create a data set in a spreadsheet.
	I can explain natural selection and how it may lead to evolution.	I understand the Prime Meridian and lines of latitude and longitude on a world map.	What might many Christians see as important in Genesis 1?	I can build a data set in a spreadsheet.
	I can explain how adaptations may lead to evolution.	I understand the importance of time zones.	What relationships do scientists have with religious worldviews?	I can explain that formulas can be used to produce calculated data.
	I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	I can research biomes that exist on Earth. Show what you know.	How and why do some Christians see both science and religion as important?	I can apply formulas to data.
	I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Show what you know.		What are some different Christian views about the relationship between science and religion? Science and religion: conflicting or complementary? Show what you know	I can create a spreadsheet to plan an event. I can choose suitable ways to present data.
Composite:	To undertake an investigation based on Darwin's finches.	Creation of own biome: Where is it? Which animals and plants can be found there? What is the climate like? Describe the landscape/environment. Why is it a suitable place for those plants and animals to live?	Debate - Science and religion: conflicting or complementary?	To plan and calculate the cost of an event using a spreadsheet.
Impact:	Children know living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They understand how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Children can analyse statistics of plant and animal life and other information (temperature / rainfall etc) to draw clear conclusions about the locations travelled in Darwin's voyage. They understand some of the reasons for geographical similarities and differences between countries linked to biomes and can describe how countries and geographical regions are interconnected and interdependent in relation to Darwin's voyage. They understand significance of time zones.	Children can identify what type of text some Christians say Genesis 1 is, and its purpose. They can suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. They make connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.	Children know that calculations can be used on any data type in spreadsheets, that subheadings help find appropriate values and how simple formulas work in a spreadsheet. They know what the SUM function is and can use this and can choose the best way to present information and explain why.

	Art and Design 	Physical Education 	Sport 
Unit title:	Technique: Drawing Artist: Laurence Saunois	Learning focus: Cognitive Unit: REAL Dance	Unit: Hockey
Builds On:	Year: 2 Term: Spring 2	Year: 5 Term: Autumn 1 Unit: REAL Dance	Year: 5 Term: Spring 1 Unit: Hockey
Memory Master:	New this year	N/A	N/A
Lesson Sequence:	Artist I can recall key features of artist Laurence Saunois.	Warm up games Dance battles Follow the leader	I can pass the ball to keep possession in game situations.
	Imitate I can draw using observational skills	Fundamental Movement Skills Shapes solo Circles solo	I can dribble the ball whilst under pressure.
	Experiment I can use charcoal and graphite to create tonal contrast	Artistry abstraction Artistry musicality	I can apply defending principles in games.
	Plan I can plan my charcoal drawing of an ape	Partnering (Lifts) Artistry (Making)	I can compete in games.
	Create I can create my charcoal drawing inspired by Laurence Saunois	Skills Application Making it happen Get turning Make like silk	I can apply attacking principles in games.
	Evaluate I can review and revisit my creation.	Feel the music Flying and leaning Epic performance	I can understand positions and roles of individuals in team games.
Composite:	Children will be able to apply their knowledge and skills in drawing with charcoal to create an ape picture inspired by Laurence Saunois.	Children develop shapes and circles and create sequences of movement with these through partnering and artistry.	Children apply skills they've learnt to play 5v5 games.
Impact:	The children will have developed their knowledge and skills in how to create tonal contrast using charcoal or graphite. The children will have an awareness of a new artist and have used their sketchbooks to develop their ideas and skills.	REAL Dance – Creative Cog Children have a clear understanding of how to develop their own and others' work.	Children develop control whilst performing skills at speed. Apply the attacking and defending principles in game situations. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.

	PSHE 	PSHE 	PSHE (Drugs and Alcohol Education) 
Unit title:	Brook Learn 1 Unit: Spending Decisions	Brook Learn 2 Unit: Exploring Risk in Relations to Gambling	Theme: Preventing Early Use
Builds On:	Year: Year 4 Term: Spring 1 Unit: Money choices	Year: Year 6 Term: Spring 1 Unit: Spending Decisions	Year: Year 5 Term: Spring 1 Unit: Legal and Illegal Drugs
Memory Master:	Name ways and reasons that people spend or save	Name ways that spending decisions can affect wellbeing	Name a range of legal and illegal drugs
Lesson Sequence:	I can identify ways to keep money safe from loss or theft.	I can explain risk in relation to gambling.	I can understand the effects, risks and law relating to cannabis.
	I can explain how money impacts well-being.	I can identify how winning or losing can affect a person's feelings and what makes someone want to take the risk.	I can understand the risk of volatile substance misuse.
	I can identify how spending decisions affect others including the environment and supporting charities.	I can describe what can influence someone to gamble or feel pressure to do so. I can recognise who to ask for help if concerned about gambling or the pressure to do something like gambling.	I can be aware of the options for getting help, support and advice.
Composite :	Create a fundraising poster	Discussion cards and solving scenarios	Discussing and solving scenarios.
Impact:	Children will be able to make informed decisions about how they view and spend money,	Pupils will be able to make more informed choices about gambling and the risks involved.	Pupils have strategies to avoid peer pressure and risky situations. Pupils are aware how substances can damage their immediate and future health and safety.