Year 6	**Darwin and South America**	Spring 1

ROOTS Link: Open Our Minds	Whole School Project: Artist day	Ignites, Trips, Visits & Visitors: Invite into class a biologist from a local secondary to discuss adaptation and inheritance. Create own fossils.

Vision:
For this project, the children will explore the diverse world of South America, examining locations ranging from the Chilean mountain ranges to the Amazon basin. They will research the life and voyages of Charles Darwin focusing especially on his exploration of the Galapagos islands and how his findings influenced his work on evolution and inheritance. In English, their writing will reflect a growing understanding of the South America continent including writing non-chronological reports on the Galapagos islands. They will write in first person in letter form describing experiencing South America and describe some of the breath-taking settings. In reading lessons, the children will be reading Journey To The River Sea which is based in locations in the UK and South America. They will also read a range of non-fiction texts including a tour guide report on Brazil.

Key Texts:
- Journey to the River Sea - Eva Ibbotson

History/ Geography		
NC Links	**Knowledge**	**Skills**
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	- Know the countries Brazil, Argentina, Columbia, Peru and Chile in South America. - Know the capital cities Buenos Aires, La Paz, Brasilia, Brasilia and Santiago. - To know the destinations of the voyage of Darwin and the HMS Beagle. - Know the definition of deforestation and form viewpoints and opinions regarding climate change. OL: Can I explore the continent of South America? OL: Can I learn about and plotting the voyage of the HMS Beagle? OL: Can I explore how Darwin first created his ideas on evolution? OL: Can I share viewpoints and opinions on events during this time?	Use an atlas to locate the countries of South America using a world map. Identify and locate the capital cities of the countries of South America. Identify and conduct a comparison of how a geographical region has changed over time. Conduct an exploration study comparing and describe the geographical similarities and differences between a region of the United Kingdom, a region in South America.

English

Writing Focus: Non-Chronological Reports	**Short Bursts**: Letter/Postcard
Cold Write: Non-Chronological Report for visitors to Milton Keynes.	Setting Description
WAGOLL: Non-Chronological Report about Brazil.	Poetry
Hot Write: Non-Chronological Report about the Galapagos islands.	Interview

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
Plan • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Consider how authors have developed characters and settings in example texts. **Draft and write** • Select grammar and vocabulary, understanding how choices can change and enhance meaning. • Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Use a wide range of devices to build cohesion within and across paragraphs. • Use organisational and presentational devices to structure text and to guide the reader. **Evaluate and edit** • Assess effectiveness of own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and meaning. • Ensure consistent and correct use of tense. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.	• Use relative clauses beginning with who, which, where, when, whose, that. • Use the perfect form of verbs to show time and cause. • Use modal verbs or adverbs to show possibilities. • Avoid ambiguity by using commas to separate clauses and phrases in sentences. • Avoid ambiguity by using hyphens (e.g. man-eating shark not man eating shark). • Use brackets, commas or dashes for parenthesis.	Use exclamatory sentences to engage the reader e.g. To this day, dormice are hunted and eaten in Slovenia! Modal verbs to express preference or urgency to persuade the reader e.g. must, shall, will, should, would, can, could, may, and might. Rhetorical questions to persuade. Make references to sources of evidence to add authority e.g. Most people now believe…, However, last year, a new variety was discovered…

Speaking & Listening	
Speaking & Listening	**Debating**
Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Speak audibly and fluently with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.	Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Spelling & Phonics		
NC Links	**Knowledge**	**Skills**
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	• Know words on statutory words list. • Apply strategies for proof reading in smaller chunks (sentences and paragraphs). • Distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words.	Apply the following spelling rules: • Words with 'ough' letter string • Words ending '-cial' and '-tial'

Handwriting		
NC Links	**Knowledge**	**Skills**
Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.	Pupils can choose the writing implement that is best suited for a task.	• All letters are of a consistent size. • Handwriting is always joined and legible. • Pupils can write with speed.

Design & Technology

NC Links	Knowledge	Skills
Design • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world.	Generate, as a group, one viable idea after discussion. Cut materials accurately and safely by selecting appropriate tools. Assemble a simple cam mechanism as part of the design. Use tools with some accuracy and finish their automata animal in a design that they have prepared with some assistance. Use design criteria to evaluate what they did well on their product. OL: Can I create an automata toy? 	**Scientific Enquiry**: Can I make an automata toy? • Research ideas about different animals to inform my design. • Explain how simple cam mechanisms work. • Select materials according to their functional properties. • Build a framework, accurately using a wider range of tools and equipment. • Evaluate my product.

Science		
Enquiry Questions: Where are you most likely to find fossils in Britain? What features do members of the British Royal Family share? Can a plant be a carnivore?		**Key Vocabulary**: Adaptation, dinosaur, evolution, fossil, inherited, natural selection, prehistoric, variety.
NC Links	**Knowledge**	**Skills**
Work scientifically by: Observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers. Key People – Charles Darwim, Alfred Wallace, Mary Anning	**Focus**: Evolution and Adaptation • The process of evolution by natural selection was proposed by Charles Darwin in 1858. • Animals with an advantage will survive long enough to breed and pass on their characteristics. • The evolution of the polar bear from the brown bear took between 100,000 and 250,000 years after brown bears gradually moved north for food. • Planet Earth is 4.6 billion years old. • The first life began in the seas around 3.6 billion years ago. • The earliest life was single-celled creatures like bacteria and algae. Gradually life became more complex and multicellular life began. • Fossils tell us a lot about living things that died millions of years ago. • Sedimentary rock cliffs (eg. Lyme Regis) would have been at the bottom of the sea millions of years ago. OL: Can I recognise that living things have changed over time using a timeline? OL: Can I describe the importance of Mary Anning and identify key features of fossils? OL: Can I explain that offspring are not identical to their parents but have some traits? **(link: Art; sketching)** OL: Can I identify ways animals or plants have adapted to survive in its habitat? **(research: computers)** OL: Can I explain the idea of evolution based on Darwin's ideas?	• Recognise that living things have changed over time. • Recognise 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.

Music		
Termly Focus: Recorders		**Key Vocabulary**: Effect, pattern, sequence, rhythm, syncopation, pattern, phrase scale, note, mode, melodic line, solo, techniques, glissandi. Pizzicato, intonation, articulation, staff, note, range, style, expression, technique.

NC Links	Knowledge	Skills

Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
 	
Improvise and compose music for a range of purposes using the inter-related dimensions of music.
 	
Develop an understanding of the history of music.
	Children expand the range, style, musical expression, phrase and technique in their chosen area.
	
	Duration leads to articulation and pitch to intonation.
	
	Use more than three notes in their exploration e.g. a blues scale, the Dorian mode.
	
	Use syncopation within their rhythmic exploration and take note of the patterns/phrase that they hear immediately before them (e.g. call and response).
	
	Use the notes given with more confidence and freedom, listening to the effect and producing more interesting sequences, patterns and rhythms.
	
	Perform instrumentally from staff notation where appropriate.
	
	Children will be ready to step out their own tune and the tunes of others'.
		Explore melodic lines within the context of classical, jazz and world music.
		
		Perform as a soloist within a group or to use their own knowledge of the characteristics of their instrument to suggest its use and combination with others.
		
		Specific instrumental techniques are used in class composition and arrangement e.g. pizzicato, glissandi.
		
		Staff notation:
		   - Crotchets
		   - Paired Quavers
		   - Minims
		   - Semibreve
		   - Semiquavers
		   - Rests
		   - Getting faster/Slower/louder/softer
		   - Do – Do Range of an octave
		   - Time signatures 2/4 3/4 4/4
		Fast/Slow/Loud/Quiet

Computing		
NC Links	**Knowledge**	**Skills**
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Purple Mash Unit 6.5**: Text Adventures **Programs**: 2Code, 2Connect OL: Can I explore and explain a text adventure? OL: Can I make a story-based adventure? OL: Can I introduce map-based text adventures? OL: Can I code a map-based text adventure?	Describe what a text adventure is and how it reflects simple stories. Use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. Map out an existing text adventure. Create a text-based adventure based upon a map. Use coding concepts of functions, two way selection (if/else statements) and repetition in conjunction with one another to code their game.

RE		
Termly Focus: Beliefs and Meaning **Religion Focus**: Christianity		**Key Question**: Is anything ever eternal? **Concept**: Salvation
NC Links	**Knowledge**	**Skills**
To develop understanding of concepts and mastery of skills to make sense of religion and belief. To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.	Pupils should be taught to: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Articulate and justify answers, arguments and opinions • Give well-structured descriptions and explanations • Participate actively in collaborative conversations • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Understand the concept of eternity. Describe what a Christian might learn about life after death from a Bible story. Ask important questions about eternity. Express feelings when thinking about situations or things I would like to last forever. Make links between different Christian beliefs and their views on whether anything is ever eternal. Reflect on my beliefs about whether anything is eternal.

PSHE	
Knowledge	**Skills**
Focus: Dreams and Goals	Understand why it is important to stretch the boundaries of my current learning.
• Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out of school goal).	Set success criteria so that I will know whether I have reached my goal.
• Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.	Recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.
• Identify problems in the world that concern me and talk to other people about them.	Empathise with people who are suffering or who are living in difficult situations.
• Work with other people to help make the world a better place.	Identify why I am motivated to do this.
• Describe some ways in which I can work with other people to help make the world a better place.	Give praise and compliments to other people when I recognise their contributions and achievements.
• Know what some people in my class like or admire about me and can accept their praise.	

PE		
NC Links	**Knowledge**	**Skills**
Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Indoor Focus**: Gymnastics (Pt.2) OL: Can I explore individual positions of stillness and how those positions can act as obstacles for a partner to safely negotiate? OL: Can I adapting pair obstacle and negotiation ideas to involve low/small apparatus? OL: Can I explore group positions of stillness and how those positions can act as obstacles for a partner to safely negotiate? OL: Can I explore group composition and adapt pair and group positions of stillness and obstacle and negotiation ideas to involve a range of apparatus? OL: Can I create a group floor and apparatus sequence linking pair and group positions of stillness and obstacle and negotiation ideas? OL: Can I improve and perform the group floor and apparatus sequence created last week?	Safely explore obstacle and negotiation ideas with a partner and link 2 ideas smoothly into a pair conditioning phrase. Safely adapt pair obstacle and negotiation ideas to involve low/small apparatus in various ways. Link safe pair and/or group positions of stillness and obstacle and negotiation ideas into a group movement phrase developed to show canon. Apply group compositional devices and adapt pair and group positions of stillness and obstacle and negotiation ideas to involve apparatus in various ways. Create and compositionally develop a group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas. Remember, improve and perform a compositionally developed group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas.
Problem solving, map reading, journeying skills, compass directions and degrees, developing new ideas and implementing them.	**Outdoor Focus**: OAA OL: Can I solve a range of problems? OL: Can I develop co-operation and teamwork skills. OL: Can I learn to use a compass effectively. Be able to set, read and follow a bearing? OL: Can I develop 'cunning running' skills to be used in the sport of orienteering?	Works well as part of a team and contributes ideas to solve problems and perform a range of tasks. Knows how to use all parts of the compass, can walk along the compass directions and can read, follow and set a bearing. Identify map symbols, can follow the map accurately, use thumbing, can walk along the compass directions and can read, follow and set a bearing.

	OL: Can I learn about different knots and how to tie them? OL: Can I design and build varying sized shelters. Can I compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether they are fit for purpose?	