

## English

**Reading** - Key texts: 'Kensuke's Kingdom' by Michael Morpurgo; extracts from 'The Lost World' by Arthur Conan Doyle and 'Journey to the Centre of the Earth' by Jules Verne

**Developing pleasure and motivation to read.**

Comprehension skills focusing on Y6 key skills/content domains both during whole class reading and guided group reading.

**Speaking and Listening** - Take part in presentations or present different views on different questions or issues e.g. why people believe/don't believe in God; why did/do some people find Darwin's Theory of Evolution difficult to accept?; genetic modification/cloning.

**Writing Composition** - Writing for different purposes, developing stamina, editing and checking work throughout.

**Job Applications:** Composing formal letters of application for the Year 6 job vacancies

**Narrative:** Composing character descriptions, dialogue and scene settings; composing an adventure narrative

**Nonfiction:** Creating a non-chronological report focusing on a new world and the new creatures discovered

**Spelling:** Weekly spellings linked to National Curriculum spellings for Year 6.

**Grammar:** Linked to the National Curriculum requirements for Year 6. Main focus: revision of nouns, adjectives, verbs, adverbs/adverbials; expanded noun phrases; different types of sentences/sentence openers; main, subordinate and relative clauses; subordinating and co-ordinating conjunctions;

**Handwriting:** Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

## Art

**Developing creativity using a variety of materials within the following contexts:**

- Experimenting with pencil to create texture
- Draw accurate scientific sketches using a variety of techniques
- Produce observational scientific representations using pen/ink and watercolours

**Learn about scientific drawings/sketches by looking at the work of Charles Darwin**

## French

- To extend knowledge of family members
- To learn vocabulary relating to animals
- The alphabet

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Key Question:** Why do some people believe God exists?

- What do different religions believe?
- What do different people believe about God?
- Do we need to prove God's existence?

Religions and Worldviews considered in this unit:

Christian and non-religious e.g. Humanist

## Geography

**Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features**

Locate the world's continents and countries using maps and atlases, linked to the journey taken by Charles Darwin on The Beagle and that taken by Michael in Kensuke's Kingdom, and focusing particularly on South America. Describe geographical features of the Galapagos Islands

## Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity **Games** - Invasion Games: Netball and Hockey. To continue to develop a range of strategies to apply in attacking and defending situations. To develop an understanding of rules in sports and how to compete against opponents positively. To develop confidence and competence in the skills of passing, stopping, dribbling, catching, pivoting, dodging, marking and shooting.

## Maths

**Place Value** - Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context and calculate intervals across zero.

**Decimals** - Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.

**Addition and Subtraction** - Add and subtract whole numbers and decimals. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

**Multiplication and Division** - Multiply multi-digit number up to 4 digits by a 1-digit number using the formal written method of short division. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 1 or 2-digit numbers using the formal written method of short division and long division, interpreting remainders according to the context. Solve problems involving multiplication and division.

## Islands of Evolution

Curriculum Plan - Autumn 1 2019  
Year 6 Mrs McCormack



**Super Start:** Darwin Science Day - exploring animal adaptation  
**Fantastic Finish:** Future Human!  
Topic sharing with parents



## Computing

**UKS2 Online Safety Unit: Contact/Respect**

- Use technology safely, respectfully and responsibly
- Recognise acceptable/unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

**UKS2 Data Handling Unit: spreadsheet modelling**

- Use spreadsheets to carry out useful calculations using formulas

## Science

**Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of evolution and inheritance**

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

**Through working scientifically, children will use and develop their practical scientific methods, processes and skills:**

Planning different types of scientific enquiries; taking measurements and repeat readings when appropriate; recording data and results in a variety of ways; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries in a range of forms; identifying scientific evidence that has been used to support or refute ideas or arguments.

## British Values and SMSC

**Developing an understanding of fundamental British values**

**Spiritual:** Debate 'big' ideas such as evolution; develop a sense of awe and wonder in the world around us - Amazing Animals!

**Moral:** Explore issues such as genetic modification, selective breeding and animal testing

**Social:** Learn about the human geography of the Galapagos Islands

**Cultural:** explore different beliefs about aspects of science e.g. evolution; investigate variation between living things

**Democracy:** Listen to other people's opinions and ideas about scientific theories or religious questions

## History

**Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses.**

Children will study an aspect or theme in British History that extends their chronological understanding beyond 1066: Who was Charles Darwin, when did he live and why was he so important?

- Place events, people and changes within a chronological framework.
- Make connections, draw contrasts and identify trends in different periods of history.
- Give reasons for and write explanations of past events using evidence to support.
- Use a wide range of sources to select, organise and present relevant information.
- Acknowledge different points of view and understand how these are important when looking at interpretations of history.

## PSHE

**Our 'New Beginnings and Taking Responsibility' unit focuses on the following:**

- understanding our rights and responsibilities in the school context
- knowing some of the things that help us in school to learn and play well together
- understanding the need for rules in society and why we have the rules we do in school
- understanding that if I don't agree with something in school I know how to go about trying to change things
- understanding how to work well in a group
- understanding how it feels to do/start something new and why

**It also links clearly with our SMSC development.**