

Year: 6

Term: SPRING 1

Learning
Challenge
question

What is Evolution?

MTP

	Maths	English			Science -			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Year 6 - Autumn 2 - Fractions Year 5 - Fractions, Decimals & Percentages	Children have completed structured VIPERS questions with higher level texts. Focus on vocabulary is something the	Children are familiar with the biography genre. The main next steps are to build in cohesion through elaboration of events and opinions as well as combining supporting evidence towards a well rounded perspective.	Debate PEE - Point Explain Evidence Presenting in assemblies	Children are familiar with some of the rudiments of adaptation and how animals are well suited to their environments. They now need to learn to compare similar species a little more closely and to explore the subtle difference in genetics, how these are expressed physically and behaviourally and their interaction with the process of natural selection. Year 3 Autumn 1: fossil formation			

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		children need to focus on.	It will also be important for pupils to balance a sense of formality through factual conveyance whilst expressing more personal and subjective details through devices such as modal verbs, brackets and quotes.					
Pre & post assessments			Pre assessments completed (in A1 and A2) of a suspense story, a persuasive piece and an explanation text.		Assessment of pupil ability to present data, control variables and use observations to back up a scientific argument.			
	Post-unit assessments (WR Maths)	End of Year 6 SATS assessment	Assess the diary and biography genres.					
Unit assessment	Daily Fluent in Five Weekly Arithmetic	End of Year 6 SATS assessment	Short burst writing		Investigation write ups			

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					Evaluations			
					Practical investigations			
1	LQ: What are decimals to 3 decimal places? LQ: How do I multiply by 10, 100 and 1000?	The Concierge LQ: How can I infer information from a picture? All VIPERS skills visited weekly	LQ: How can I explore the events of Charles Darwin's diary? (2 lessons) LQ: How can I use semicolons to connect two clauses? LQ: How can I use a colon to introduce a list? LQ: How can I write cohesive sentences using connectives?	LQ: How can I use varied and interesting vocabulary to make my sentences longer in a variety of situations? LQ: What persuasive language can I use when presenting my thoughts and ideas about topics I am learning about?				LQ: What can I find out about evidence for evolution and adaptation?

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LQ: How do I divide by 10, 100 and 1000?

LQ: How do I multiply decimals by integers?

LQ: How do I divide decimals by integers?

LQ: How can I use division to solve problems?

Darwin's Letter Home

LQ: How can I explore vocabulary in the text?

LQ: How can I explore the vocabulary from the text further?

LQ: How can I use the text to explore VIPERS style comprehension questions?

LQ: How do I celebrate and promote texts I enjoy?

LQ: How can I write cohesive paragraphs using pronouns and synonyms?
LQ: How can I write cohesive paragraphs using a range of features?

LQ: How can I write a diary? (3 lessons)

LQ: How can I use varied and interesting vocabulary to make my sentences longer in a variety of situations?

LQ: What did I find out about evidence for evolution and adaptation at the World Museum?

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LQ: What are decimals as fractions?

LQ: How can I convert fractions into decimals?

LQ: How can I convert fractions into percentages?

LQ: What are equivalent fractions, decimals and percentages?

Biography of Charles Darwin

LQ: How can I explore vocabulary in the text?

LQ: How can I explore the vocabulary from the text further?

LQ: How can I use the text to explore VIPERS style comprehension questions?

LQ: How do I discuss and promote texts I enjoy?

LQ: How can I write a diary (continued)?

LQ: How can I edit a diary? (2 lessons)

LQ: What is a biography?

In RE: LQ: How can I share my ideas and discuss my viewpoint respectfully?

LQ: How does natural selection work?

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LQ: How can I order fractions, decimals and percentages?

LQ: How will I find percentages of amounts?

LQ: How will I find percentages of amounts?

LQ: How will I find missing values?

**Galapagos
Tortoise-
Information**

LQ: How can I explore vocabulary in the text?

LQ: How can I explore the vocabulary from the text further?

LQ: How can I use the text to explore VIPERS style comprehension questions?

LQ: How do I discuss and promote texts I enjoy?

LQ: How can I compare biographies? (2 lessons)

LQ: What features of Charles Darwin's biography can I find?

LQ: How can I elaborate on an idea or event?

LQ: How can I use examples in my writing to support a point of view?

LQ: How can I plan and evaluate an experiment?

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Post-unit Assessment

LQ: How will I find a rule
(1 step)

LQ: How will I find a
rule? (2 step)

LQ: How will I find
expressions?

Making Waves

LQ: How can I
explore vocabulary
in the text?

LQ: How can I
explore the
vocabulary from the
text further?

LQ: How can I use
the text to explore
VIPERS style
comprehension
questions?

LQ: How do I
discuss and
promote texts I
enjoy?

LQ: How can I
use modal verbs
in my writing?

LQ: How can I
use brackets?

LQ: What new
features of a
biography can I
spot?

LQ: How can I
write a
biography? (3
lessons)

**LQ: How can I
plan and
evaluate an
experiment?**

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LQ: What is substitution?

LQ: What is formulae?

LQ: How will I form equations?

LQ: What are one-step equations?

White fang- fiction

LQ: How can I explore vocabulary in the text?

LQ: How can I explore the vocabulary from the text further?

LQ: How can I use the text to explore VIPERS style comprehension questions?

LQ: How do I discuss and promote texts I enjoy?

LQ: How can I write a biography (continued)?

LQ: How can I edit my work? (2 lessons)

LQ: How can I use evidence to accept or reject a theory?

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7	LQ: What are two-step equations? LQ: How will I find pairs of values? Post-unit assessment	Year 6 SATs assessment paper	Publish writing.				LQ: How can I use evidence to accept or reject a theory?	
End of unit assessment	White rose Maths	End of Year 6 SATs assessment					Range of science experiments to conduct and conclude for evolution.	

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	Geography	History	DT	Art	Computing	PSHE
Prior Learning			Watermill structures (Y5) 3D structures for air raid shelters (Y6)		Children have been able to code and have created websites. They are now ready to share documents and information using Google Docs.	
Pre & post assessments					Can you remember how to create a table and format a document from last term?	
					See assessment below	

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Unit assessment			Ongoing evaluations posted onto seesaw		LQ: How can I share a document?	
1		What is evolution? (History of this concept, looking at Charles Darwin)	Who invented the traffic light system and why?			
2			How does a traffic light coding system work? Using 'scratch'		LQ: How can I work collaboratively with a team of people when word processing?	
3			How can I adapt a traffic light code for different purposes?		LQ: How can I edit work in a team and use processes to make changes to a document?	How can I be safe online?

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4			How can I use code to make a micro bit work?		LQ: How can I combine software uses towards a particular purpose?	
5			How can I design a traffic light system for a purpose? Exploding diagram		LQ: How can I use the internet to research a topic and collate the information within a team?	
6			How do I make my designs into a product?		LQ: How can I check the relevance of information and edit a document towards a more purposeful use?	
7			How do I evaluate my own designs?		LQ: What am I able to do using Google docs? (Assessment lesson)	

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End of Unit assessment			Ongoing evaluations throughout the making stage recorded onto seesaw		Create and share a presentation.	
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	Music	RE	PE		MFL (Spanish)
			Games	Dance / Gymnastics	

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Prior Learning	Year 5 - body percussion Year 6: Pop Art Music	Year 5 - different places of worship Year 6: Christians and Muslims: Does art and architecture or generosity and charity matter most?	Year 5 - Basketball topic	Autumn 1 - Balance	Autumn Term: My School, My Subject - Describing which subjects we like/dislike and why.
Pre & post assessments	Discussion on orchestra (focus on variation) Discussion about Pop Art and prior year 6 Music lessons.	What matters most to Christians and humanists?	Children to play a 7 v 7 Basketball game prior to any teaching. This is to assess how much they have remembered from previous years in relation to rules/ tactics. Post - Same game, and compare the difference in ability/ tactical awareness and rules.	What can the children remember about different types of balances?	<u>Pre Assessment</u> Recap prior Spanish Knowledge: Colours, Names of Lessons, Days of the week etc. Assess children's knowledge of Spanish food and cafe culture.

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	Pre and post-learning activities	Pre and post-learning activities		Sequence which includes varied ways of mounting and dismounting safely.	<u>Post Assessment:</u> Children to write and discuss their favourite tapas. Can the children take part in a cafe conversation?
Unit assessment	Baroque Pre and post-learning activities		Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], Apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance	Partner work Independent work Application of skills to equipment	
1	LQ: Can I understand the importance of Monteverdi in the history of opera.	LQ: Can I explain why rules matter and what is a code for living?	The children are to familiarise themselves with the Basketball and also recap their knowledge and understanding of how to dribble. LQ: How do you	LQ: Which skills help me take off from both feet?	LQ: Can I learn some facts about the tapas culture in Spain?

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			dribble a Basketball and keep it under control?		
2	LQ: Can I read and play a canon from staff notation from Johann Pachelbel.	LQ: Can I identify a humanist and explain what codes for living non-religious people use?	Children are going to further enhance their triple threat position. They are to perform this skill with disguise to either pass, dribble or shoot with ease. LQ: when receiving the ball what can you do? How can you free up space between you and opponents.	LQ: How can I create shapes whilst in flight?	LQ: Can I say what tapas I like/dislike and ask someone else about their likes/dislikes?
3	LQ: Can I demonstrate an understanding of Baroque music features when composing.	LQ: What can we learn from discussion and drama about good & bad, right & wrong?	The children are to develop a further understanding on how to send and receive a ball, whilst moving towards a Basket. Progression, introduce defenders for the group to get past (3v1/2). LQ: What should the ball carrier have at all times during a game?	LQ: What skills would help you land with soft knees in a symmetrical pattern?	LQ: Can I ask for some tapas and drinks politely?

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4	LQ: Can I combine knowledge of staff notation and aural awareness to play a fugue.	LQ: What codes for living do Christians try to follow?	Children are going to further develop their possession play working in small groups. They are to always show for the ball and create triangles and diamonds around the court. LQ: Why do we make triangles and diamonds when keeping possession?	LQ: How well can you mount and dismount apparatus?	LQ: Can I identify and name traditional Spanish breakfast foods and drinks?
5	LQ: Can I apply their understanding of fugue structure when performing with others.	LQ: What can we learn from a Values Game?	Children are to further explore keeping possession of the Basketball playing games of 3v1 and 2v1. Children are to create spaces in order to receive passes. LQ: What shapes do we make when keeping possession of the ball?	LQ: What pathways can you explore within your flight sequences?	LQ: Can I create and describe a hotel breakfast menu?
6	LQ: Can I perform a fugue to an audience?	LQ: Peace: is it more valuable than any money?	Children are to further develop their shooting skills under increasing pressure from opponents. They will perform the triple threat position and chose whether to shoot straight away or	LQ: What levels can you explore in your sequences?	LQ: Can I take part in a cafe conversation?

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			dribble past opponents. LQ: When should you dribble to the basket and when should you shoot?		
7		LQ: Can we create a code for living that would help the world?	7 v 7 game looking at offensive and defensive rules. Are the children showing tactical awareness and playing within the rules of the game?	Final performances: main assessment looking at how the children mount and dismount their apparatus.	
End of Unit Assessment	Final performance	A piece of writing weighing up the title of the unit.	Final game.	End of unit performance looking at mounting and dismounting within a sequence.	Write a short piece about ordering food in a restaurant. Una mesa para dos personas por favor. A table for two people please. etc.

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