

Year: 6

Term: SPRING 1

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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	<p>Year 6 - Autumn 2 - Fractions</p> <p>Year 5 - Fractions, Decimals & Percentages</p>	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 cohesion through elaboration of events and opinions as well as combining supporting	<p>Debate</p> <p>PEE - Point Explain Evidence</p> <p>Presenting in assemblies</p>	<p>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.</p> <p>Year 3 Autumn 1: fossil formation</p>			

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		children need to focus on.	evidence towards a well rounded perspective. 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. Pupils assessed on their biological knowledge of anatomy and classification of species.

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	Post-unit assessments (WR Maths)	End of Year 6 SATS assessment	Assess the diary (journal) and biography genres.					
Unit assessment	Daily Fluent in Five Weekly Arithmetic	End of Year 6 SATS assessment (Week 5)	Short burst writing		Investigation write ups Evaluations Practical investigations			
1	LQ: What is the first quadrant? LQ: How do I work in four quadrants? LQ: What is translation? LQ: What is reflection?	Darwin's Letter Home LQ: How can I explore vocabulary in the text? LQ: How can I explore the	LQ: How can I explore the events of Charles Darwin's journal? (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 use varied and interesting vocabulary to make my sentences longer in a variety of situations? LQ: What persuasive language can I use when	Lesson 1:How have we evolved? Lesson 2: What is natural selection?			LQ: What can I find out about evidence for evolution and adaptation?

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		<p>vocabulary from the text further?</p> <p>LQ: How can I use the text to explore VIPERS style comprehension questions?</p> <p>LQ: How do I celebrate and promote texts I enjoy?</p>	<p>LQ: How can I write cohesive sentences using connectives?</p>	<p>presenting my thoughts and ideas about topics I am learning about?</p>				
2	<p>LQ: What are decimals to 3 decimal places?</p> <p>LQ: How do I multiply by 10, 100 and 1000?</p> <p>LQ: How do I divide by 10, 100 and 1000?</p> <p>Arithmetic session</p> <p>LQ: How do I multiply</p>	<p>Biography of Charles Darwin</p> <p>LQ: How can I explore vocabulary in the text?</p> <p>LQ: How can I explore the</p>	<p>LQ: How can I write cohesive paragraphs using pronouns and synonyms?</p> <p>LQ: How can I write cohesive paragraphs using a range of features?</p> <p>LQ: How can I</p>	<p>LQ: How can I use varied and interesting vocabulary to make my sentences longer in a variety of situations?</p>	<p>Lesson 3: How does natural selection work?</p> <p>Lesson 4: How can I plan an experiment?</p>			<p>LQ: What did I find out about evidence for evolution and adaptation at the World Museum?</p>

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	decimals by integers?	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?	write a journal? (3 lessons)					
3	LQ: How do I divide decimals by integers using short division? LQ: How can I use division to solve problems? LQ: What is the relationship between fractions and decimals?	Galapagos Tortoise- Information (fact file) LQ: How can I explore vocabulary in the text?	LQ: How can I write a journal (continued)? LQ: How can I edit a journal? (2 lessons) LQ: What is a biography?	In RE: LQ: How can I share my ideas and discuss my viewpoint respectfully?	Lesson 5: LQ: How can I conduct an experiment fairly? Lesson 6: How can I analyse my results and draw conclusions?			

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	Arithmetic session LQ: What is the relationship between fractions and percentages?	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?						
4	LQ: How can I convert fractions into decimals? LQ: How can I convert fractions into percentages? LQ: What are equivalent	Making Waves Non-chronological report LQ: How can I explore	LQ: How can I compare biographies? (2 lessons) LQ: What features of Charles Darwin's		Lesson 7: How do genes work?	LQ: How can I plan and evaluate an experiment?		

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fractions, decimals and percentages?

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

Arithmetic session

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?

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?

Lesson 8: How are different traits inherited?

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5	<p>LQ: How will I find percentages of amounts?</p> <p>LQ: How will I find percentages of amounts?</p> <p>LQ: How will I find missing values involving percentages?</p> <p>Assessment Arithmetic Reasoning 1 Reasoning 2</p>	<p>SATS reading assessment paper</p> <p>The Concierge</p> <p>LQ: How can I infer information from a picture?</p> <p>All VIPERS skills visited weekly</p>	<p>LQ: How can I use modal verbs in my writing?</p> <p>LQ: How can I use brackets?</p> <p>LQ: What new features of a biography can I spot?</p> <p>LQ: How can I write a biography? (3 lessons)</p>		<p>Lesson 9:How can I use evidence to accept or dispute a scientific theory?</p> <p>Lesson 10: What can I find out about evidence for adaptation and evolution?</p>	<p>LQ: How can I plan and evaluate an experiment?</p>		
6	<p>LQ: What is substitution?</p> <p>LQ: What is formulae?</p> <p>LQ: How will I form</p>	<p>White fang-classic fiction</p> <p>LQ: How can I explore</p>	<p>LQ: How can I write a biography (continued)?</p> <p>LQ: How can I edit my work? (2</p>		<p>Lesson 11: How do some gene mutations affect health?</p>		<p>LQ: How can I use evidence to accept or reject a theory?</p>	

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	<p>equations?</p> <p>LQ: What are one-step equations?</p> <p>LQ: What are two-step equations?</p> <p>LQ: How will I find pairs of values?</p> <p>Post-unit assessment</p>	<p>vocabulary in the text?</p> <p>LQ: How can I explore the vocabulary from the text further?</p> <p>LQ: How can I use the text to explore VIPERS style comprehension questions?</p> <p>LQ: How do I discuss and promote texts I enjoy?</p>	lessons)		Lesson 12: How do some gene mutations affect health? Part 2.			

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End of unit assessment	SATs assessment	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				Year 4 stick transformation sculpture unit	Children have been able to code and have created websites. They are now ready to share documents and information using Google Docs.	Global Goals Healthy lifestyles
Pre & post assessments				Lesson 1, discussion based. What do we already know about sculpture?	Can you remember how to create a table and format a document from last term?	
				End sculpture and evaluation, gallery sharing	See assessment below	

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Unit assessment					LQ: How can I share a document?	
1		What is evolution? (History of this concept, looking at Charles Darwin)		Lesson 1: How can I be inspired from images of birds?		LQ: What are drugs and how can they help keep me healthy?
2				Lesson 2: How can I can I explore different sculptures and use mark making to study a feather?	LQ: How can I work collaboratively with a team of people when word processing?	LQ: What are drugs and how can they damage my health?
3				Lesson 3: How can I plan my sculpture and create an armature?	LQ: How can I edit work in a team and use processes to make changes to a document?	LQ: What is peer pressure?

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4				Lesson 4: How can I use modroc to make my sculpture?	LQ: How can I combine software uses towards a particular purpose?	LQ: How can I be assertive?
5				Lesson 5 and 6: How can I use different materials in my sculpture?	LQ: How can I use the internet to research a topic and collate the information within a team?	LQ: What is an emergency and what do I do?
6				Lesson 5 and 6: How can I use different materials in my sculpture?	LQ: How can I check the relevance of information and edit a document towards a more purposeful use?	LQ: What basic first aid could I use?
End of Unit assessment			Ongoing evaluations throughout the making stage recorded onto seesaw	Sculpture	Create and share a presentation.	Ongoing assessment-links to end of year transition activities.

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	Music	RE	PE		MFL (Spanish)
			Games	Dance / Gymnastics	
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: Everyday life (Telling the time, describing the day) Where I live (describing rooms in the house and furniture)

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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?	Revisit prior learning to begin each lesson
	Pre and post-learning activities	Pre and post-learning activities		Sequence which includes varied ways of mounting and dismounting safely.	
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],	Partner work Independent work Application of skills to equipment	Speaking- Say which sports you like or dislike. Listening- Listen to the Spanish speaker and identify the sports they like and dislike

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			Apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance		
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 dribble a Basketball and keep it under control?	LQ: Which skills help me take off from both feet?	LQ: What are the names of sports in Spanish?
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: How do I say which sports I like and dislike in Spanish?

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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: How do I give an opinion about different sports in Spanish?
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: How do I use the Spanish verb 'jugar'?
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	LQ: What pathways can you explore within your flight sequences?	LQ: What is the description telling me about different sports?

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			passes. LQ: What shapes do we make when keeping possession of the ball?		
6	LQ: Can I perform a fugue to an audience?	LQ: Can we create a code for living that would help the world?	<p>Children are to further develop their shooting skills under increasing pressure from opponents. They will perform the triple threat position and choose whether to shoot straight away or dribble past opponents. LQ: When should you dribble to the basket and when should you shoot?</p> <p>7 v 7 game looking at offensive and defensive rules. Are the children showing tactical awareness and playing within the rules of the game?</p>	<p>LQ: What levels can you explore in your sequences?</p> <p>Final performances: main assessment looking at how the children mount and dismount their apparatus.</p>	<p>LQ: How do I describe a sport using simple sentences?</p> <p>End of unit assessment</p>

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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.	Speaking- Say which sports you like or dislike. Record onto seesaw Listening- Listen to the Spanish speaker and identify the sports they like and dislike
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