

<b>Key Literacy Texts:</b> What Mr Darwin saw, Mick Manning Who was Charles Darwin? Deborah Hopkinson The Boy Who Biked the World (1-3) Alastair Humphreys	<b>Locality Links:</b> Field work on school field (fossil hunt linking orienteering skills) Humber Bank area for observation drawing and photography (Edit photos)	<b>Visits/experiences/hooks</b> DNA workshop Worm taming and mould - in school experiences Water's Edge for observational drawing and photography Darwin day Dinostar - Maritime Museum	<b>Artist of the term</b> Katie Scott- Artist William Barton - Musician Kadeena Cox - Sports	<b>Author of the term</b> Deborah Hopkinson Alastair Humphreys
<b>Writing Outcomes:</b> Poetry      Biography      Narrative      Journalistic recount      Letter/argument Explanation      Discussion      Instructions		<b>Links to the world of work:</b> - Photographer/videographer (somebody who documents wildlife) - Marine biologist - paleontologist <b>Significant people</b> David Attenborough - Galapagos with David Attenborough - COP 26 and impact on climate		<b>Key artefacts/resources:</b> - Models/real examples of fossils - Science investigative resources - Resources for mould experiment

	Writing	Reading	Maths	Science	History	Geography	RE	PSHCE	DT	PE	Computing	Music
<b>New Learning</b>	<p>To write a poem about an animal at risk of extinction (science link). <b>To use emotive language to shock the reader.</b> <b>To use stanzas to sequence a narrative.</b></p> <p>Tbat write a informal letter <b>To use punctuation for parenthesis () - To use adverbials of time within and between paragraphs</b></p> <p>Tbat write a diary entry <b>Tbat understand language for effect</b> <b>To use emotive language to shock the reader</b> <b>Tbat use reported speech</b></p> <p>Tbat write an eye-witness account <b>To use a colon</b> <b>To create atmosphere/tension through language choice</b></p> <p>Tbat write a NCR <b>To use bullets points, headings and other organisational features</b> <b>To use modal verbs</b> <b>To use 3rd person</b></p> <p>To write a narrative <b>To use direct speech to show opinions.</b> <b>To use language to describe character.</b></p> <p>To write a first person account (Mary Anning's</p>	<p>To use knowledge of root words, prefixes and suffixes to read aloud and understand new words (daily).</p> <p>To use practise using intonation, tone and volume, when reading aloud, so the meaning is clear to an audience (daily).</p> <p>To distinguish between fact and opinion (weekly).</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make comparisons within and between texts.</p> <p>To explain how meaning is enhanced through word choices and phrases.</p> <p>To explain the meanings of words in context.</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p>	<p>Tu the value of digits including decimals</p> <p>TU the effect of dividing/multiplying by 10,100,1000 - 2 dp</p> <p>To round whole numbers up to 10, 000, 000.</p> <p>To round decimal numbers up to three decimal places.</p> <p>Tbat use negative numbers in context and calculate intervals across zero</p> <p>To add and subtract using positive and negative numbers including decimals</p> <p>Tbat recognise and use square numbers</p> <p>Tbat recognise and use cube numbers</p> <p>Tbat use prime factors to aid multiplication (6)</p> <p>Tbat use prime factors to aid division (6)</p> <p>Tbat solve multi step problems involving the 4 operations</p> <p>Tbat add/subtract fractions including mixed numbers</p> <p>To calculate fractions of amounts.</p>	<p><b>Evolution</b></p> <p>TBAT record initial ideas about evolution and inheritance. (SB) Research and secondary sources.</p> <p>TBAT make a geological timeline and provide information about living things that inhabited the Earth millions of years ago. (SB) Research and secondary sources.</p> <p>TBAT provide information about living things that inhabited the Earth millions of years ago. (AB) Research and secondary sources.</p> <p>TU the principle of inheritance in living things. (SB) Research and secondary sources.</p> <p>TU that some characteristics can be passed from parents to their offspring, but that they vary and are not identical to their parents. (SB/AB) Research and secondary sources.</p> <p>TBAT identify beneficial adaptations in some animals and plants. (SB) IC</p> <p>TU that adaptation may lead to evolution (develop over time). (SB/AB) Changes over time.</p> <p>TBAT identify how plants and animals are adapted to suit their environment in different ways. (AB) PR</p> <p>TU the work of paleontologists (link to</p>	<p>To create a historical timeline to show significant scientific discoveries over 200 years since 1809.</p> <p>To infer information from a secondary source</p> <p>To study the impact of Charles Darwin on the scientific theory of evolution and natural selection.</p> <p>To know how Darwin's study of botany has contributed to life in Britain today.</p> <p>To understand the role of Fleming's discoveries on science today (Penicillin).</p> <p>To know what palaeontology is and how it informs the study of living things.</p> <p>To understand Mary Anning's contribution to palaeontology.</p> <p>To know how fossils have formed at the bottom of the sea. - Make our own fossils using Alginate Moulding Material</p> <p>To explain why fossils are important in the study of living things through time.</p>	<p>To investigate and understand: lines of latitude and longitude The Equator The Tropics The Arctic and Antarctic Circles (in relation to the journey of the HMS Beagle)</p> <p>To plot the route of the HMS Beagle using a world map.</p> <p>To identify countries of the world</p> <p>TU Time zones and the impact that they had on Darwin's journey around the world.</p> <p>To revisit: The hemispheres Time zones (and the impact that they had on Darwin's journey around the world)</p> <p>To study: <b>Whitby (fossils)</b> <b>Europe - Lourinha</b> <b>South America (Galapagos Islands)</b> <b>Link to fishing ports and fossiling for study.</b> To use a map to locate these places in relation to Barton-on-Humber, including methods of travel. To make comparisons between the physical and human geographical</p>	<p><b>What does it mean if God is loving and holy?</b></p> <p>To identify different types of biblical text.</p> <p>To investigate different Christian ideas of God using religious literature.</p> <p>To identify and link extracts from the bible to different opinions of God.</p> <p>To use inference to suggest how art might represent biblical teachings of God's character and beliefs.</p> <p>To make links between artwork and the teachings of love and holiness in the bible.</p> <p>To understand the purpose of worship.</p> <p>To explain and justify occasions of prayer and worship for Christians.</p> <p><b>Do you have to believe in God to be good?</b></p> <p>TU and summarise key principles of Humanist belief.</p> <p>To investigate and explain Humanist</p>	<p><b>Healthy Diet</b> To know that food &amp; drink adverts can use misleading messages to try and make a product seem more healthy for consumers.</p> <p>To compare the health benefits of a food or drink product in comparison with the advert campaign.</p> <p>To investigate foods people turn to if they feel low/stressed and understand why they do this and what should they eat / drink instead.</p> <p><b>Healthy Lifestyle</b> To research what I can do in my own free time in the area that I live. To explore how I can share this healthy lifestyle information with others.</p> <p>TU that when people get busy/stressed the amount of activity they do reduces. Why does this happen? TK what effects physical activity has on mood &amp; sleep?</p> <p><b>Keeping healthy</b> TK what ingredients are in energy drinks and isotonic drinks.</p>	<p><b>Food - healthy eating and food/nutrition</b> To design and make a menu of dishes to complement each other: UK dish (Whitby) European dish (Portugal) South American dish (Galapagos Islands) e.g. rice dish, sorbet, corn bread</p> <p>To identify healthy choices for the menu.</p> <p>To understand the term variety.</p> <p>To prepare and cook a savoury dish.</p> <p>To use a knife safely to chop fruit and vegetables.</p> <p>To select ingredients that are native to a locality.</p> <p>TU that there are different ways people can pay for something</p> <p>TBAT budget money to pay for products Maths/PSHE link)</p>	<p><b>Y5</b> <u>Spring 1</u> <u>Gym Floor (Indoor)</u> To use a variety of rolls</p> <p>To perform all rolls with control</p> <p>To perform a cartwheel</p> <p>To perform and evaluate a sequence</p> <p>To combine and adapt a sequence</p> <p>To refine and perform a sequence</p> <p><u>Invasion Games 2 (outdoor)</u> To send and control a ball</p> <p>To shoot with accuracy</p> <p>To apply evasive skills to game situations</p> <p>To develop an awareness of tactics</p> <p>To apply tactics and principles to game situations</p> <p>To use and apply tactics in a game situation</p> <p><u>Gym Flight (indoor)</u> To perform jumps and land safely</p> <p>To perform Sissone Furma and Cat Leap</p> <p>To perform Change leg and Stag Leaps</p> <p>To copy a sequence</p> <p>To create an original sequence</p> <p>To refine and adapt a sequence</p> <p><u>Netwall Games (Outdoor)</u> To consolidate the forehand shot</p>	<p><b>Creating Media - video production</b></p> <p>To explain what makes a video effective</p> <p>To use a digital device to record video</p> <p>To capture video using a range of techniques</p> <p>To create a storyboard</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p> <p><b>Data and Information - Flat file databases</b></p> <p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how you can answer questions by grouping and then sorting data</p> <p>To explain that tools can be used</p>	<p>To investigate the purpose and context of a song.</p> <p>I can name composers</p> <p>I can name different types of music that originate from different traditions or different parts of the world.</p> <p>To explore repetition and contrast in lyrics.</p> <p>I know what 'staff' is and other musical notation.</p>

<p>perspective of her discoveries at Lyme Regis).  <b>To use language to show strong emotion.</b>  <b>To use vocabulary to describe setting.</b></p>	<p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make comparisons within and between texts.</p> <p>To explain how meaning is enhanced through word choices and phrases.</p> <p>To explain the meanings of words in context.</p>	<p>To know and use equivalent fractions (including diagrams).</p> <p>To simplify a range of fractions.</p> <p>Tbat multiply/divide fractions</p> <p>Tbat use coordinates on a grid to identify and create 2D shapes</p> <p>Tbat translate 2D shapes in the first quadrant</p> <p>Tbat translate shapes across multiple quadrants</p> <p>Tbat use coordinate to reflect shapes</p> <p>Tbat calculate percentages of amounts (6)</p> <p>Tbat use ratio/proportion to solve problems (6)</p> <p>Tbat measure mass accurately to the nearest gram</p> <p>Tbat recognise common imperial measure for mass</p> <p>Tbat multiply integers up to 2 dp (6)</p> <p>Tbat use written methods for division including problem solving</p> <p>Tbat compare and order decimals</p> <p>Tbat add and subtract decimals</p> <p>Tbat write fractions and decimals as percentages</p> <p>Tbat identity and use equivalent fractions, decimals and percentages</p> <p>Tbat convert fractions to percentages</p> <p>Tbat measure capacity to the nearest ml and l</p> <p>Tbat investigate the common imperial measures for capacity</p> <p>Tbat solve problems using information presented on a line graph</p> <p>Tbat organise data by creating a frequency table</p>	<p>history). (AB) Research and secondary sources.</p> <p>TU how Wallace and Darwin developed their ideas (link to history). (AB) Research and secondary sources.</p> <p>TBAT research the adaptation of the Madagascan bird. (SB) Research and secondary sources.</p> <p>TBAT design a species suited to a particular environment. (SB) PR</p> <p>TBAT take a virtual visit to a natural history museum (link to ICT). (SB) Research and secondary sources.</p> <p>TBAT to present an aspect of evolution and inheritance (link to ICT). (SB) Research and secondary sources.</p> <p><b>Classifying Living Things</b></p> <p>TBAT identify simple and complex ways to classify living things. (SB) Research and secondary sources.</p> <p>TU how scientists classify living things by observing physical characteristics. (SB) Research and secondary sources.</p> <p>TBAT discover, understand and describe the significance of the work of scientists such as Carl Linneaus. (AB) Research and secondary sources.</p> <p>TBAT classify animals into commonly found invertebrates. (AB) PR</p> <p>TBAT classify different species of earthworm living in their local environment. (SB) IC (outdoor experience)</p> <p>TBAT suggest appropriate classification of living things based on their common observable characteristics, including plants, animals and micro-organisms. (SB/AB) IC</p> <p>TU that micro-organisms form part of the living classification system. (SB) IC</p> <p>TBAT give reasons for classifying plants and animals based on specific characteristics. (AB) PR</p> <p>To investigate and observe how mould grows. (SB) Changes over time.</p> <p>To understand the hygiene of handwashing, link to experiment. (SB) PR</p>		<p>features of these areas. e.g.</p> <p>To use fieldwork skills to identify and understand local physical and human features</p> <p>To carryout a virtual museum tour (linked with IT skills)</p>	<p>views in real-life contexts, such as war, health care and poverty/economics.</p> <p>To know Humanist views on the purpose of life itself.</p> <p>To research Humanist views on being a 'good person' - interview a Humanist.</p> <p>To research Christian views on being a 'good person' - interview a Christian.</p> <p>To compare and contrast Humanist and Christian views on faith, God and being a 'good person'.</p> <p>To summarise similar and contrasting facts and opinions on living life as a good person.</p> <p>To use a range of evidence from biblical and Humanist literature, primary and secondary sources to summarise opinions on being a good person with or without a faith. (In the context of a discussion text).</p>	<p>TK whether they are safe to drink at your age? TK alternatives to these drinks.</p> <p>TU and start to take responsibility for being healthy physically, emotionally and mentally.</p> <p><b>Body Image</b>  TU that images can be changed &amp; manipulated by the media &amp; how this can differ from reality.</p> <p>To describe how the media portrayal might affect people's feelings about themselves.</p> <p>To accept and respect that everyone's bodies are different &amp; all are unique.</p> <p>To learn about campaigns that focus on strong not slim, we are the champions etc.</p> <p><b>Internet Safety Day</b>  To know how to use social media safely.  To understand the benefits and potential drawbacks of using social media.</p> <p>To understand what migration means.</p> <p>To identify why people move from one place to another.</p> <p>To empathise with the experiences and challenges of refugees in moving and setting up a new home.</p> <p>To challenge opinions of refugees in journalism and current affairs.</p>	<p><b>ART</b>  Katie Scott - Artist of the term</p> <p>TBAT explore Katie Scott's life and work as an artist.</p> <p>To observe and recreate accurately a section of art. (Darwin's finches)</p> <p>To practise implementing an artist's style.</p> <p>To use pencil techniques to draw an effective outline.</p> <p>To use watercolours in the style of Katie Scott.</p> <p>To evaluate how effectively an artist's style has been reproduced.</p>	<p>To consolidate backhand shot</p> <p>To consolidate volley</p> <p>To introduce serve</p> <p>To develop shot selection</p> <p>To play and officiate a tennis game</p> <p><b>Yr 6</b>  <u>Gym- Floor (indoor)</u>  To perform gymnastic movements</p> <p>To perform gymnastics movements</p> <p>To create an extended sequence</p> <p>To refine a sequence</p> <p>To perform a sequence using gymnastics principles</p> <p>To apply gymnastics principles to apparatus</p> <p><u>Invasion Games 2 (outdoor)</u>  To send and control a ball</p> <p>To shoot with accuracy</p> <p>To apply evasive skills to game situations</p> <p>To develop an awareness of tactics</p> <p>To apply tactics and principles to game situations</p> <p>To use and apply tactics in a game situation</p> <p><u>Gym Flight (indoor)</u>  To know a variety of leaps, turns and spins</p> <p>To create and perform a complex sequence</p> <p>To work with a partner to adapt a sequence</p> <p>To work in a group to adapt a sequence</p> <p>To perform a complex sequence as part of a group</p> <p><u>Netwall Games (Outdoor)</u>  To consolidate the forehand shot</p> <p>To consolidate backhand shot</p> <p>To consolidate volley</p> <p>To introduce serve</p> <p>To develop shot selection</p> <p>To play and officiate a tennis game</p>	<p>to select specific data</p> <p>To explain that computer programs can be used to compare data visually</p> <p>To use a real-world database to answer questions</p>	<p><b>MFL</b></p> <p><b>Year 5/6 following scheme of work</b></p>
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**Year Group:** Year 5/6

**Topic Map:** Darwin

**Term:** Spring