

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

	Writing	Reading	Maths	Science	History	Geography	RE	PSHCE	DT	PE	Computing	Music
New Learning	Week 1/2 To write a poem about an animal at risk of extinction (science link). <i>To use descriptive and emotive language to shock the reader.</i> <i>To use stanzas to sequence a narrative.</i> Week 3: Tbat write an informal letter <i>To use punctuation for parenthesis () -</i> <i>To use adverbials of time within and between paragraphs</i> Week 4: Tbat write a diary entry <i>Tbat understand language for effect</i> <i>To use emotive language to shock the reader</i> <i>Tbat use reported speech</i> Week 5: Tbat write an eye-witness account <i>To use a colon</i> <i>To create atmosphere/tension through language choice</i> <i>Tbat use a range of adverbials</i> Week 6 & 7: Tbat write a NCR (iguanas) <i>To use bullets points, headings and other organisational features</i> <i>To use modal verbs</i> <i>To use 3rd person</i> Week 8/9: Tbat write a script <i>To use a colon to introduce speech</i>	To use knowledge of root words, prefixes and suffixes to read aloud and understand new words (daily). To use practise using intonation, tone and volume, when reading aloud, so the meaning is clear to an audience (daily). To distinguish between fact and opinion (weekly). To retrieve and record key details from fiction and non-fiction (retrieval). To explain and justify inference with evidence from a text. To summarise ideas from more than one paragraph. To predict what might happen from details stated and implied. To make comparisons within and between texts. To explain how meaning is enhanced through word choices and phrases. To explain the meanings of words in context. To retrieve and record key details from fiction and non-fiction (retrieval).	Tu the value of digits including decimals TU the effect of dividing/multiplying by 10,100,1000 - 2 dp To round whole numbers up to 10, 000, 000. To round decimal numbers up to three decimal places. Tbat use negative numbers in context and calculate intervals across zero To add and subtract using positive and negative numbers including decimals Tbat recognise and use square numbers Tbat recognise and use cube numbers Tbat use prime factors to aid multiplication (6) Tbat use prime factors to aid division (6) Tbat solve multi step problems involving the 4 operations Tbat add/subtract fractions including mixed numbers To calculate fractions of amounts.	Evolution Week 1: Tbat begin to understand evolution and the scientist who discovered it BQ: What is evolution? WS- Research and secondary sources. Week 2: TBAT make a geological timeline and provide information about living things that inhabited the Earth millions of years ago. TU the principle of inheritance in living things TU that some characteristics can be passed from parents to their offspring, but that they vary and are not identical to their parents. BQ: What is inheritance? WS- Research and secondary sources. Week 3: Tbat identify beneficial adaptation in some animals and plants BQ: What are beneficial adaptations and how do they occur? WS- Changes over time & Patterns and relationships Week 4: TU that adaptations may lead to evolution (developing over time)	To create a historical timeline to show significant scientific discoveries over 200 years since 1809. Events BQ: How have scientific discoveries over the last 200 years changed the way humans understand and interact with the world? To study the impact of Charles Darwin on the scientific theory of evolution and natural selection. People BQ: How did Charles Darwin's ideas about evolution change science and society? To know how Darwin's study of botany has contributed to life in Britain today. People/Events BQ: Why does Darwin's work with plants still matter in Britain today? To understand the role of Fleming's discoveries on science today (Penicillin). People/Events BQ: How did Alexander Fleming's discovery of penicillin transform modern medicine and human health? To know what palaeontology is and how it informs the study of living things. Events BQ: How does the study of fossils help scientists understand how living things have evolved over time?	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) Location To plot the route of the HMS Beagle using a world map. Location To identify countries of the world Location TU Time zones and the impact that they had on Darwin's journey around the world. Location Relationship To revisit: The hemispheres Time zones (and the impact that they had on Darwin's journey around the world) Location Relationship To study: Whitby (fossils) Europe - Lourinha South America (Galapagos Islands) Link to fishing ports and fossiling for study. To use a map to locate these places in relation to Barton-upon-Humber, including methods of travel. Location Relationship	What does it mean if God is loving and holy? To identify different types of biblical text. To investigate different Christian ideas of God using religious literature. To identify and link extracts from the bible to different opinions of God. To use inference to suggest how art might represent biblical teachings of God's character and beliefs. To make links between artwork and the teachings of love and holiness in the bible. To understand the purpose of worship. To explain and justify occasions of prayer and worship for Christians. Do you have to believe in God to be good? TU and summarise key principles of Humanist belief. To investigate and explain Humanist	Dreams and Goals When I grow up (my dream lifestyle) - 9-10 Investigate jobs and careers - 9-10 My dream job - why I want it and the steps to get there 9-10 Helping to make a difference (1) 10-11 Helping to make a difference (2) 10-11 Recognising our achievements Assessment 10-11 Healthy Me 9-10 Smoking Alcohol Emergency aid Body image My relationship with food Healthy me (debate) Assessment	Food - healthy eating and food/nutrition 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 To identify healthy choices for the menu. To understand the term variety. To prepare and cook a savoury dish. To use a knife safely to chop fruit and vegetables. To select ingredients that are native to a locality. TU that there are different ways people can pay for something TBAT budget money to pay for products Maths/PSHE link)	Y5 Spring 1 Gym Floor (Indoor) To use a variety of rolls To perform all rolls with control To perform a cartwheel To perform and evaluate a sequence To combine and adapt a sequence To refine and perform a sequence Invasion Games 2 (outdoor) To send and control a ball To shoot with accuracy To apply evasive skills to game situations To develop an awareness of tactics To apply tactics and principles to game situations To use and apply tactics in a game situation Gym Flight (indoor) To perform jumps and land safely To perform Sissone Furma and Cat Leap To perform Change leg and Stag Leaps To copy a sequence To create an original sequence To refine and adapt a sequence Netwall Games (Outdoor) To consolidate the forehand shot	Data and Information - Flat file databases To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions Creating Media - video production To explain what makes a video effective To use a digital device to record video To capture video using a range of techniques	I can name composers I can name different types of music that originate from different traditions or different parts of the world. To investigate the purpose and context of a song. To explore repetition I know what 'staff' is and other musical notation.

<p>Tbat use brackets for actions To be able to select vocabulary for specific effects</p> <p>Week 10/11: To write a narrative To use correctly punctuated direct speech to show opinions. To use language to describe character. Tbat use descriptive language to create atmosphere</p> <p>Week 12: To write a first person account (Mary Anning's perspective of her discoveries at Lyme Regis). To use language to show strong emotion. To use vocabulary to describe setting.</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>BQ: How research of birds develop the theory of evolution? WS- Changes over time & Patterns and relationships</p> <p>Week 5: TBAT design a species suited to a particular environment BQ: How do animals survive in a changing world? WS- Patterns and relationships</p> <p>Week 6: Tbat identify simple and complex ways to classify living things. TU how scientists (Carl Linneaus) classify living things by observing physical characteristics BQ: How are living things classified? WS- research and secondary sources</p> <p>Week 7: TU that micro organisms form part of the living things classification system To investigate and observe how mould grows. TBAT analyse results, and draw conclusions about what helps mould grow well. To understand the hygiene of handwashing, link to experiment.</p> <p>BQ: where do micro organisms fit into the classification system? WS-Changes over time.</p> <p>Week 8: Tbat use evidence from a previous investigation, to accelerate compost decay BQ: How is compost made and how does it decay? WS-Changes over time.</p> <p>Week 9: Tbat plan and create a suitable graph and analyse results from suitable information BQ: How can formatting my results in a different way, help me to understand and experiment? WS- investigating changes</p>	<p>To understand Mary Anning's contribution to palaeontology. People/ Places BQ: Why is Mary Anning's work still important for scientists studying life on Earth? To know how fossils have formed at the bottom of the sea. - Make our own fossils using Alginate Moulding Material Places/Events BQ: How do fossils form? To explain why fossils are important in the study of living things through time. Events BQ: How do fossils act as evidence for how life has changed over millions of years?</p>	<p>To make comparisons between the physical and human geographical features of these areas. Diversity</p> <p>To use fieldwork skills to identify and understand local physical and human features Diversity / relationship</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'. 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>ART</p> <p>TBAT produce increasingly accurate drawings from feedback</p> <p>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>Yr 6 Gym- Floor (indoor) 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>Invasion Games 2 (outdoor) 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>Gym Flight (indoor) 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>Netwall Games (Outdoor) 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 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>MFL</p> <p>Year 5/6 following scheme of work</p>
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Year Group: Year 5/6

Topic Map: Darwin

Term: Spring