

Unit planner: Evolve or...Die? Year 6 8 Weeks

<p>Lead Subjects: Science, RE, Literacy</p>	<p>Starter: Visit New Walk Museum- fossils/evolution etc. Warning Zone Outcome: Leavers Production</p>	
<p><u>National curriculum subject</u> <u>Writing</u> Pupils should be taught to: Plan writing by identifying the audience and purpose of the writing. Select the appropriate form and use similar writing as models. Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2 Use organisational and presentational devices - sub-headings, columns, tables or bullet points. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Draft and write by linking ideas across paragraphs to make writing flow. Evaluate and edit work using Purple Polishing Pens. Proof read for spelling and punctuation errors. <u>PSHE</u> Pupils should be taught to: Understand rights and responsibilities. Make informed choices. Recognise and manage emotions. Respect others opinions even if they differ from their own. Manage a variety of change. Discuss important issues using debate. <u>RE</u> See SACRE document <u>Geography</u> Pupils should be taught to: Identify the position and significance of latitude and longitude. Locate the world's countries. Understand and use a widening range of geographical terms. <u>Science</u> Pupils should be taught to: Work scientifically to the yr 6 outcomes 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. <u>ICT</u> Pupils should be taught to: Use technology respectfully and responsibly. Identify a range of ways to report concerns about content and contact in and out of school. Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content. <u>Music (Leavers production)</u> Pupils should be taught to:</p>	<p>Objective: Would you like to see into the future? (RE UNIT 4-What is so special about marriage?)</p>	
	<ul style="list-style-type: none"> • Oracle Based unit.- Narrative and advert. • Leavers production. • Hold a class wedding. • ICT - warning zone trip - safety content issues and being safe and respectful online. 	<ul style="list-style-type: none"> • Transition to year 7- Inspire DMU trip. • Marriage- look at different animals relationships e.g. swans, praying mantis, penguins, humans etc
	<p>Objective: Are you more like your mum or your dad?</p>	
	<ul style="list-style-type: none"> • Learn about living things that produce offspring and variations on this. • Science - the human body 	<ul style="list-style-type: none"> • SRE- Puberty and Hygiene. How do our bodies change? • Test- monitor heart rate over a period of time • Relationship between diet, drugs, exercise and health.
	<p>Objective: Can where you live change how you look?</p>	
	<ul style="list-style-type: none"> • Look at different locations and investigate how animals adapt to their environments. • Identify position and significance of latitude and longitude. 	<ul style="list-style-type: none"> • Investigate animal relatives e.g. arctic fox and the fox and compare and contrast.
	<p>Objective: Why do useful things stick around?</p>	
	<ul style="list-style-type: none"> • Look at naturally extinct animals and investigate why they did not survive. 	<ul style="list-style-type: none"> • PE- use different 'adaptations' and see how they affect activity e.g. scoop like hands for basketball.
<p>Objective: Evolve or...Die?</p>		
<ul style="list-style-type: none"> • Identify how animals and plants are adapted to their environment. • Evolution timelines- • Prediction- how might humans evolve in the future? • Evolution or creation- Are science and religion really at odds? Look at both sides. 	<ul style="list-style-type: none"> • Investigate adaptation leading to evolution. • Look at the Galapagos islands and the unique creatures that reside there. • Study Charles Darwin • Beak comparative test 	
<p>Pupil lead learning:</p>		
<ul style="list-style-type: none"> • Various elements of the leavers production. 	<ul style="list-style-type: none"> • Open learning task- design and write about a perfectly adapted creature. 	
<p>Reflection:</p>		
<ul style="list-style-type: none"> • Reflecting on primary school. • Where do they see themselves in the future? 	<ul style="list-style-type: none"> • Transition to Year 7. 	

Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression Sing as part of an ensemble with full confidence and precision			
Text types:	Literature:	ICT:	Assessment Opportunities:
<ul style="list-style-type: none"> • Non- Chronological report. • Instructions • Narrative • Persuasive • Information Texts 	<ul style="list-style-type: none"> • Evolve or...Die? 	<ul style="list-style-type: none"> • Oracle Video • Yougeneome.org • Use Showbie to share digital content created by children and understand how computer networks communicate. • seesaw 	<ul style="list-style-type: none"> • KS2 SATS Results • Science Assessment • Entry and Exit Tickets • Various Writing opportunities.
Enrichment	Trips: New Walk Museum		School environment: School Grounds, hall, Dinosaur area.