



Year 6 Curriculum Term 1

Darwin's Delights

English

In Term 1, the children will read 'Floodland' by Marcus Sedgwick. By studying this text in depth, we will look closely at how the characters are interlinked. We will write emotive letters from different perspectives and use these letters to rehearse skills, such as using persuasive language. In addition, the text will help us to consider how to open our writing in different ways to engage the reader. Moving on from this, we will be using a range of techniques to describe settings, characters and events. We will be also learning how to use characterisation by showing and not directly telling the reader about the character's thoughts and feelings. Towards the end of the text, we will be learning how to create atmosphere and tension through our language choices and sentence lengths.

Maths

Number and place value: Place value

- Step 1: Read and write large numbers
- Step 2: Counting and regrouping large numbers
- Step 3: Comparing and ordering numbers
- Step 4: Comparing numbers including to 3 decimal places
- Step 5: Negative numbers
- Step 6: Rounding numbers

Number and place value: Multiply and divide by 10, 100, 1000

- Step 1: Develop fluency of multiplying and dividing by 10, 100 and 1000
- Step 2: Application in the context of measure

Addition, subtraction, multiplication and division: Choosing effective mental calculation strategies

- Step 1: Reasoning the efficiency of mental strategy
- Step 2: Using estimation to check mental calculations
- Step 3: Applying and combining mental strategies to solve problems

Addition, subtraction, multiplication and division: Problem solving with four operations

- Step 1: Using a bar model to solve multi-step problems
- Step 2: Solve problems by working backwards
- Step 3: Finding a starting point / prioritising
- Step 4: Select an appropriate problem-solving strategy

Multiplication, division and measurement: Application of factors, multiples and primes (AMALGAMATE STEP 1 AND 2)

- Step 1: Clarify terminology relating to properties of number
- Step 2: Recognise common multiples
- Step 3: Apply knowledge of common multiples
- Step 4: Apply knowledge of factors and multiples

Multiplication, division and measurement: Formal written method of short division

- Step 1 (revision): Short multiplication for a 3- or 4-digit number by a 1-digit number



	Step 2 (revision): Expanded vertical method for a 3- or 4-digit number by a 2-digit number Step 3 (revision): Long multiplication for a 3- or 4-digit number by a 2-digit number Step 4: Generating new facts from known facts Step 5: Long multiplication involving numbers with up to 2 decimal places multiplied by a 1-digit number Step 6: Application of short multiplication Multiplication, division and measurement: Area of parallelograms and triangles Step 1: Calculating the area of rectilinear and composite shapes (Year 5 revision) Step 2: Finding the area of right-angled triangles Step 3: Calculating the area of triangles Step 4: Calculating the area of parallelograms Step 5: Solving problems involving area of rectangles, triangles and parallelograms
R.E: Stories of Hinduism We will be learning that, within Hinduism, God is represented in different forms and how Krishna is represented in Hindu stories. We will explore the theme of punishment and forgiveness in Hindu stories and that Hindu teaching is about telling the truth.	PSHE: This term, we will start with ourselves and our families. Who are we? What relationships shape our lives? We will learn how to form and maintain positive relationships. We will begin with what we know best: our families, before moving into friendships and relationships in other contexts, such as school. We will then move onto our own emotions; exploring the range of emotions we feel and how to recognise and name them. Having explored our families and ourselves, we will also begin to learn about the School Values of Respect, Equality, Courage and Kindness and the School Rules of 'Be ready, Be respectful and Be Safe'. We will learn how these values and rules link to positive relationships and experiences for all at school. We will also learn about our responsibilities for our own behaviour and our environment around us.
Art: We are going to be focusing on using a variety of techniques to create form and texture in drawings. We will learn to explain why different tools are used to create pieces of art and be able to explain personal choices of specific art techniques used. We will also learn how to draw with precision and how to show shape, proportion and perspective in drawings and artwork.	Music: We will begin the year by focusing on African Drumming. We will be using Djembe drums, learning about tone, slap & bass. We will focus on the following: -Application of ta & titi to 2-hand drum patterns. -Division of beat by four: Tiki tiki. -Developing coordination and control of hand order.



French: We will be learning about France, French Landmarks and culture. We will learn numbers to 100. We will also learn class commands.		P.E: During Games, children will develop and apply a range of skills including passing, receiving, dribbling, shooting and defending. They will work on making effective decisions, finding space, communicating with teammates and applying attacking and defensive tactics in competitive game situations.
Thematic Curriculum		
Title	Darwin's Delights	
Big Question	Is change good?	
Golden Thread	Understanding the world	
Prior Knowledge	Within Understanding the world in Science in year 5, the children learnt about different groups of animals and their life cycles, as well as the life process of reproduction in some plants and animals. In year 3, the children learnt how fossils are formed.	
Blurb overview	In this unit, the children will explore the how living things have changed over time. They will explore the life cycles of different animals while also working to understand how the work of Charles Darwin has revolutionised our understand of our own past.	
Celebration of Learning	Parents will be invited to visit Year 6's museum of evolution at end of the unit	
Text Links	Charles Darwin text	
Oracy End Point:	Origin of species presentation	Physical: Speak fluently in front of an audience. Linguistic: Vary sentence structures and length for effect when speaking Cognitive: Reflect on their own and others' oracy skills and identify how to improve Social: Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions
Science		
Substantive Knowledge		Disciplinary Knowledge
- To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - To know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		-use and develop keys and other information records to identify, classify and describe - identify patterns that might be found in the natural environment - look for different causal relationships in their data and identify evidence that refutes or supports their ideas -reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations



-to know that living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -To be able to give reasons for classifying plants and animals based on specific characteristics. -to know about the work of past and present scientists: Past – Charles Darwin Present –Tanisha Williams		- use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas -identifying scientific evidence that has been used to support or refute ideas or arguments - should talk about how scientific ideas have developed over time -To be able to give supporting evidence e.g. citing a text, a previous example or a historical event	
Geography			
Substantive Knowledge		Disciplinary Knowledge	
• To know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • To know how to plan a journey within the UK, using a road map.			
Cultural Capital			
Cultural Knowledge: To explore the work of Charles Darwin and Tanesha Williams. To know where the Galapagos islands are and why they are important. Know famous locations in the UK for fossil hunting, such as Lyme-Regis Cultural experience: To explore a range of fossils			
Weekly Overview			
Week 1 RSHE (2 days)	Day 1: Lesson 1: RSHE: New cultural policy Lesson 2: RSHE: New cultural policy Lesson 3: RSHE: New cultural policy Day 2: Lesson 1: RSHE: School Values. Children will discuss their importance and role in society. They will also consider their aspirations for the year Lesson 2: RSHE: Regulation Station. Children will learn about being responsible for their feelings Lesson 3: RSHE: Manners and responsibilities: Why is it important to keep our school clean? Why should we tidy up after ourselves? Why should we greet people when we meet them? How should we greet people?		
Week 2 RSHE	Kent test: Thursday 10th September Lesson 1: RSHE: Children will read Amelia Bedelia. From this, we will discuss still an act of kindness if you expect something in return? Can kindness ever be misunderstood or seen as weakness? Lesson 2: RSHE: As a focus, children will be introduced to Young, Gifted and Black. From, this, they will focus on a person from history and consider why equality is important. Equality means giving everyone the same. Do you agree? Everyone should be treated according to their needs, not just the same.		



	Lesson 3: RSHE: The children will read Maurice the Unbeastly and consider what <i>real</i> courage looks like in everyday life? Can you be brave and still fail? This will also link to resilience. Is courage easier when you're supported, or harder when you stand alone?
Week 3 Residential	Lesson 1: <u>Who was Charles Darwin?</u> For our first lesson, we will explore our knowledge organiser and our Big Question: Is change good? We will explore different points of views relating to how our planet became to be the planet it is today. We will also find out who Charles Darwin is and why he is important to science. Lesson 2: In this lesson we will look at a map of Darwin's travels and we will plot this on a map of the world. We will also learn about how to locate and label the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. We will then plot our own journey using a map of Ramsgate. Lesson 3: residential (art) Lesson 4: residential (French)
Week 4	Lesson 1: <u>How do scientists know that living things have changed over time?</u> We will explore what Darwin discovered when he arrived at the Galapagos Islands and how are fossils used to prove his theories. We will look at the fossil record. Lesson 2 and 3: <u>Are all fossils the same? (over 2 lessons)</u> To build on our knowledge of fossils in Year 3, we will learn about different types of fossils. We will make our own replica fossil of a living thing. We will also learn about where in the UK is famous for fossil discoveries. Lesson 4: art: To begin this term of drawing, we will learn how to use different gradient pencils to create different effects. Lesson 5: French: To identify key landmarks in France.
Week 5	Lesson 1: <u>What is adaptation in living things?</u> We will continue to explore what Darwin discovered on the Galapagos islands. We will look at Darwin's study of finches and how this shows adaptation. We will also learn how other animals have adapted to suit their habitat and use the term evolution to describe this. Lesson 2: <u>Do all living things adapt in the same way?</u> We will extend our knowledge of adaptation and that if living things don't adapt, they risk becoming extinct. We will learn how the adaptation of animals informed Darwin's theory of evolution Lesson 3: <u>How does variation lead to evolution?</u> We will learn how variations can also lead to evolution. Finally, we will explore inheritance linked to this. Lesson 4: art: In this lesson, we will learn how to use these different gradient pencils to draw still life, exploring nature forms such as skulls. Lesson 5: French: To recap numbers to 50 looking at vocabulary for notation.
Week 6 Oracy	Lesson 1: <u>How do plants adapt to survive?</u> By using our local area, we will discover how plants adapt to find water and attract pollinators. We will also learn about the present-day scientist Tanisha Williams. Lesson 2: <u>How do plants reproduce?</u> We will learn how plants reproduce in different ways. Lesson 3: <u>Is the classification of animals helpful?</u> We will explore classification of animals and link this to Darwin's discoveries.



	Lesson 4: art: In this lesson, we will explore how notable artists (such as William Morris) used simplified forms of nature things to create artwork and we used his style to replicate a pattern. Lesson 5: French: To learn numbers to 100
Week 7	<u>Lesson 1: Are there similarities between the animals living in our local area?</u> By using the local area, we will classify different plants into groups by looking at similarities and differences. <u>Lesson 2: Do micro-organisms matter?</u> We will learn some purposes of micro-organisms and then begin to classify them. <u>Lesson 3: As a year group, we will retrieve everything we have learned this term and take part in our Big Fat Quiz before completing our individual end of unit quiz.</u> Lesson 4: art: Using William Morris' artwork as inspiration, we designed our own wallpaper. Lesson 5: French: To recap numbers 10 100
Week 8 RE	Lesson 1: RE: Lesson 2: RE: Lesson 3: RE: Lesson 4: art: In this lesson, we will learn how to repeat our wall paper design to create a larger piece of artwork. We will then add colour. Lesson 5: French: To use class commands in French.