

**Questions.**

Week 1: What characteristics can be inherited?

Week 2: Why do different birds have different types of beak?

Week 3: What animals are on the verge of extinction and why?

Week 4: [Does anybody really know how long ago dinosaurs lived?](#)

**WOW starter—footprints**

Writing outcomes:

Fiction: Narrative Writing In Role

Non Fiction: Information Explanation Persuasive

**Maths**

Maths investigations using and applying a range of skills

**Science:** Evolution and inheritance

- 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.

Living Things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

**Computing We are Marketers—select, use and combine software on a range of digital devices.**

**Enrichment**

Drama

End of Year Production

First Aid Course

**Assessment Foci**

**MFL:** Write a short text on a range of familiar topics, using simple sentences.

**PE:** (games) to use skills and tactics suitable for attacking and defending

**Art:** can recreate paintings by famous artists **Combine and organise visual textile qualities to suit intentions, manipulating materials and techniques.**

Science: classification of living things

**Foundation Skills**

**Art:** improve their mastery of art and design techniques, including drawing and painting; learn about great artists in history

**PSHE/ British Values: New Horizons Article 12**

- exploring and examining what influences their views, feelings and behaviour;
- recognising the importance of democratic decision-making and active participation at home and in the classroom;
- appreciating the interdependence of people within the community;
- knowing about the importance of democratic decision-making and involvement and the institutions that support these at a local level;
- developing an understanding of their role and responsibility as consumers in society;
- knowing about the range of jobs and work carried out by different people;
- knowing about the process and people involved in the production, distribution and selling of goods; examining the role of advertising at a local and/or global level;
- exploring how the media presents information.

**Music:** Songs for year 6 production; sing in harmony confidently and accurately; perform parts from memory; take the lead in a performance

**French:** Writing a paragraph of 4/5 sentences about chosen topic;

**SRE:** Describe how and why the body changes during puberty in preparation for reproduction; discuss different types of adult relationships with confidence; explore the process of conception and pregnancy; to explore positive and negative ways of communicating in a relationship

**P.E. cricket—**throw and catch accurately; work as a team to field efficiently; lead others in a game situation.

**Athletics—**demonstrate stamina; compare performances with previous ones and demonstrate improvement to achieve their personal best.

**R.E. Exploring Changes—**Understand the circumstances that change things in people's lives; discuss why some people are admired because of their qualities; understand why special moments in some people's lives are marked by religious ceremonies and how non-religious people mark special times; Research ceremonies at the beginning of our lives, marking a change from childhood to adulthood and special teachings concerning death and the after-life.