

# Y6

# EVOLUTION AND INHERITANCE



Our topic is **Evolution and Inheritance**. This will be explored in science and with our focus scientist – Charles Darwin. In history we will be learning about the achievements and follies of the Roman Empire, as well as the legacy it has left on Britain today.

## AUTUMN TERM 1

<b>SCIENCE</b>		<b>HISTORY</b>		
<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Key scientist: Charles Darwin</b></p>		<b>Roman Empire</b>		
		<p>The children build on their studies into ancient history, using sources to test ideas and identify lessons learned from historical events and trends. They will learn about the achievements of the Roman Empire and their impact on Britain.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Investigate and interpret the past</li> <li>Build an overview of world history</li> <li>Understand chronology</li> <li>Communicate Historically</li> </ul>		
		<b>ENGLISH</b>		
		<p><i>The Viewer</i> tells the peculiar story of a boy (Tristan) whose obsession with curious artefacts leads him to discover a strange box at a dump site. It proves to be an ancient chest full of optical devices, one of which captures his interest - an intricately mechanical object which carries disks of images, scenes of destruction, violence and the collapse of civilisations throughout time. Tristan is afraid, but also cannot help but look into the machine time and time again as the images shift and change...</p>		
<b>MATHS</b>		<b>PSHE</b>	<b>ART</b>	<b>RE</b>
<p><b>Unit 1: Integers and decimals</b></p> <p>Pupils begin the unit by developing understanding of integers up to 10 million. Opportunities should be taken for pupils to visualise the relative magnitude of 1 million in different ways e.g. Dienes equipment, use of books such as 'How much is a million?'. Pupils learn how to read, write and say large integers and this should be revisited regularly. Pupils should be familiar with strategies for rounding integers to the nearest multiple of different powers of 10 and they extend this to rounding 7-digit numbers, including to the nearest multiple of 100,000. Pupils apply their understanding of rounding to estimate, considering different degrees of accuracy to support estimation. Pupils consolidate their understanding of different strategies for addition and subtraction, with a focus on mental strategies. Pupils often resort to column methods without considering efficiency e.g. recognising when a 'count on' to find the difference strategy is quicker than column subtraction.</p> <p><b>Unit 2: Multiplication and Division</b></p> <p>Pupils extend their understanding of decimal place value to three decimal places with consolidation and development of thousandths. Pupils consolidate and extend their understanding of multiplication and division by powers of 10. Consider how misconceptions relating to adding and removing zero can be planned for and how modelling can support</p>		<p>Being Me in My World</p> <p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p>	<p>Children will extend their skills of shading, understanding how to use it to show the direction of light and different textures and surfaces. They will explore the drawings and sculptures of Michelangelo..</p>	<p>In RE we engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The key question for this term will be: <b>What do religions say to us when life gets hard?</b> Children will consider how Christians, Hindus and non-religious (e.g.</p>

	conceptual understanding. Pupils apply their knowledge of multiplying and dividing by 10, 100 and 1000 in context using metric units of measure.	Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling  (See Jigsaw)		Humanists) might respond to this question.
	<b>MFL</b>	<b>PE</b>	<b>MUSIC</b>	<b>COMPUTING</b>
	Spanish	Invasion Games (Football)  Invasion Games (Netball)	<i>Charanga</i> music scheme	Computing systems and networks Children will learn how to search the internet safely, the purpose of search engines and how to communicate safely online.