

Boarshaw Primary School - Medium Term Plan - Year 6 – Autumn 2

Learning Challenge –

Have we always looked like this?

As scientist we will be answering these questions:

- LC1 – What do we mean by evolution and inheritance?
- LC2 – Who was Charles Darwin and why is he still a controversial figure?
- LC3 – Could we have evolved from apes, monkeys or other primates?
- LC4 – Why do you not usually look exactly like your mum or dad?
- LC5 - Can you find out how animals are specifically adapted to live and survive in different environments?

Key Knowledge:

- Know how the Earth and living things have changed over time.
- Know how fossils can be used to find out about the past.
- Know about reproduction and offspring, recognising that offspring normally vary and are not normally identical to their parents.
- Know how animals and plants are adapted to suit to their environment.
- Link adaptation over time to evolution.
- Know about evolution and explain what it is.

As Design and Technologists:

- Consider a range of factors in their design criteria and use this to create a waistcoat design.
- Use a template to mark and cut out a design.
- Use a running stitch to join fabric to make a functional waistcoat.
- Attach a secure fastening, as well as decorative objects.
- Evaluate their final product.

As Theologians:

We can think about the key question, What matters to Christians and Humanists?

Key Knowledge:

- Describe what Christians mean about humans being made in the image of God and being 'fallen'.
- Describe Christian and Humanist values.
- Express their own ideas about moral concepts, such as fairness, honesty etc.

Learning Challenge –

Were the Vikings always victorious and vicious?

Our half term work has a History Focus

WOW Moment! A film showing life in a Viking village.

As Historians we will be answering these questions:

- LC 1 – Who were the Vikings and why did they come to Britain in the first place?
- LC 2 – Why did they Vikings tend to win most battles with the Anglo-Saxons?
- LC 3 – What was life like in Viking Britain?
- LC 4 – What was life like for an 11 year old Viking boy / girl?
- LC 5 – How did the Vikings trade and travel?
- LC 6 – What did the Vikings leave behind?

As Mathematicians:

Develop our knowledge of **fractions** by.

- Identifying equivalent fractions and simplifying fractions.
- Convert between improper fractions and mixed numbers.
- Place fractions on a number line.
- Compare and order fractions by their numerator or their denominator.
- Add and subtract fractions, including mixed numbers.
- Multiply fractions by fractions and by integers and divide fractions by integers.
- Find fractions of amounts.

Develop our knowledge of **position and direction (geometry)** by,

- Reading and plotting coordinates in the four quadrants.
- Translating and reflecting coordinates and shapes.

Develop our understanding of **converting units** by,

- Identifying different metric units of measure.
- Converting between metric units of length.

As Computer Programmers:

- To design a playable game with a timer and a score.
- To plan and use selection and variables.
- To understand how the launch command works.
- To use functions and understand why they are useful.
- To use flowcharts to create and debug code.
- To understand how user input can be used in a program.
- To understand how 2Code can be used to make a text-adventure game.

As Athletes:

We can develop gymnastic skills.

We can play a competitive game of dodgeball.

Key Knowledge:

- Develop technique, control and balance.
- Improve our throwing skills in order to aim with accuracy.
- Demonstrate improvement.

As Language Specialists:

We will be able to talk about our homes and houses.

Key Knowledge:

- I can understand and say some nouns for rooms in the house.
- I can pronounce some objects for the house.
- I can use adjectives to describe rooms in the house.
- I can say and write a sequence of sentences to make a story.
- I can understand new nouns and use them to play a game.
- I can use prepositions to say where things are.

As Musicians:

We will develop our knowledge of Jazz music and identify some of the features of this music genre.

Key Knowledge:

- Identify instruments and voices that can be heard within different pieces of music.
- Talk about dimensions within a song.
- Identify the style indicators of a song/music.
- Discuss pieces of music using correct musical terms and vocabulary.
- Play music in a jazz style using an instrument.

As Citizens:

We will learn to value differences and recognise behaviours which can be disrespectful of other people's differences.

Key Knowledge:

- Understand the impact of bullying, including online and the consequences of hurtful behaviour.
- What discrimination means and how to challenge it.
- Understand strategies to respond to hurtful behaviour experienced or witnessed.