

# Darwin to DNA



## Writing

### Learning

Pupils will write an explanation text for an extinct animal of their choice.

After this, pupils will use a short animation to develop their narrative writing skills.

### Outcome

**Pupils can (for both):**

Write for a particular purpose and audience in mind, maintaining the correct formality

Select the best words and sentences to enhance the meaning and engage the reader

Apply their grammar, punctuation and spelling learning within their creative writing pieces

Use cohesive devices to create a better sequence and flow to their writing, between and within paragraphs  
Plan, draft, edit and improve their writing.

**Pupils can (for non-fiction explanation):**

Use the language features of explanation texts

Use the structural and presentational features of explanation texts

**Pupils can (narrative fiction):**

Build an effective description for setting, character and atmosphere

Use dialogue to either drive the narrative forward or enhance characterisation

Consider how different types of sentences can create different effects on the reader

### Key Vocabulary

purpose, formality, audience, edit, proof-read, structure, sentence types (simple, compound, complex), imagery, atmosphere, dialogue, inverted commas,

## Reading



This half term our class text shall be 'Darwin's Dragons' by Lindsay Galvin. We shall be reading and discussing this book as a class throughout the half term as it links with our Darwin to DNA topic.

**In our shared reading lessons we will continue to develop strategies for answering comprehension questions in readiness for the National Curriculum Tests.**

Pupils will:

Further develop techniques for answering a range of comprehension questions.

Work out the meaning of words from context.

Draw inferences and justify these with evidence.

Explain and discuss understanding of what they have read, using quotations and evidence from the text.

Make comparisons within and across texts.  
Annotate text extracts to support analysis.

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**Year 6 Summer 1<sup>st</sup> Half Term Plan 2024-25**

### Computing

#### Learning

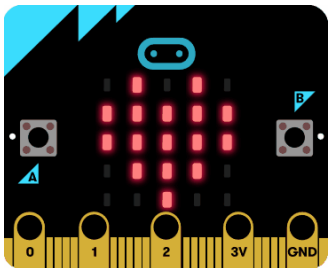
Programming – sensing movement  
To create a program to run on a controllable device:  
To explain that selection can control the flow of a program.  
To update a variable with a user input  
To use a conditional statement to compare a variable to a value  
To design a project that uses inputs and outputs on a controllable device

#### Outcome

To develop a program to use inputs and outputs on a controllable device.  
To evaluate their own and a partner's different design.

#### Key Vocabulary

Micro: bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.



### PSHE

#### Learning:

- To learn about the physical and emotional changes during puberty and to understand the different changes between boys and girls.
- To identify the physical, emotional and behavioural changes.
- To understand how we can look after our bodies during puberty e.g. hygiene.

#### Outcome:

To listen and respond respectfully, to feel confident to raise their own concerns and to recognise and care about other people's feelings.

#### Key Vocabulary

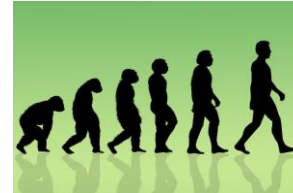
puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva,

vagina, penis, testicles, breasts, pubic hair, Adam's apple

### Science

#### Learning

Our Science topic is evolution and inheritance.



#### Outcome:

The children will learn:

- to recognise that living things have changed over time & that fossils provide information about living things that inhabited Earth millions of years ago.
- to recognise that living things produce offspring of the same kind, but offspring vary & are not identical to their parents.
- to identify how animals & plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

#### Key Vocabulary:

adapt, identical, adaptation, inheritance, natural selection, environment, variation, evolution, extinct, fossils, Charles Darwin

### RE - Creation and Science: Conflicting or Complimentary?

#### Learning

Cosmology - is the branch of astronomy that deals with the origin, structure, evolution and space-time relationships of the universe

#### Outcomes

##### Pupils can:

Identify what type of text some Christians say Genesis 1 is, and it's purpose.  
Show an awareness of the Theories of Cosmology and Evolution  
Make clear connections between Genesis 1 and Christian belief about God as Creator.  
Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.  
Show understanding of why many Christians find science and faith go together.

#### Key Vocabulary

##### Key Vocabulary

Origins of the universe, cosmology, big bang, evolution, awe and wonder, complementary

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**Maths**

**Learning**

Consolidate prior learning based on their emerging needs derived from the curriculum coverage this academic year.

**French**

**Learning**

We will be learning more about the different celebrations celebrated in the Francophone world and learning more about two different religious celebrations celebrated. We will improve our cultural awareness of Paris in France and Port-au-Prince in Haiti and we will learn how to be more responsible global citizens by doing more to protect the planet.

**Outcomes**

To be aware of the many countries in the Francophone world. To know about different festivals (religious and non-religious) around the world. To know that we are different and yet all the same. To know that we can all help to protect our planet. To know how to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country).

**Key Vocabulary**

Je m'appelle, J'habite, Je parle, le français, l'anglais, Ma fête préférée est Pâques. Ma fête préférée est l'Aïd, parce que, Il y a des feux d'artifice, Il y a des plats spéciaux, Je vais utiliser moins de plastique, Je vais utiliser moins d'eau.

**P.E Dodgeball**

**Learning:**

- To practice receiving, blocking and catching a ball at varied speeds.
- To be able to throw with some level of accuracy.
- To begin to throw in unison with others on their team.
- To begin to explore defending key players within the game.
- To understand when and when not to risk catches.
- To play in a variety of game scenarios with added rules.

**Outcome:**

Pupils will know how to throw, block and catch a dodgeball at varied speeds and heights. They will also be able to participate in a variety of games that have added rules applied to them. Finally they will also be able to read in-game scenarios well.

**Key Vocabulary:**

Accuracy, throwing, blocking, dodging, divining, offensive, defensive, coordination, control, unison.

**Games: Sports Day Practice**

**Learning:**

- To demonstrate the correct running technique to generate speed.
- To take this further into relay based events, working on hand overs to achieve a smooth transition.
- To run for distance, showing control over breathing and pace of run.
- To demonstrate different combinations of jumps, showing control, coordination and consistency.
- To be able to throw a variety of sporting instruments for distance.
- To work in strength based activities that require pure strength and communication.

**Outcome:**

Pupils will know how to throw a variety of sports day equipment. They will also be able to participate in variety of running events, thinking about pace and effort needed for each. Finally they will also be able to take part and demonstrate a variety of jumps.

**Key Vocabulary:**

Accuracy, throwing, vortex, javelins, long jump, triple jump, five strides, control, coordination, relay running.

**Art**

**Drawing Exercises**

**Learning:**

- To draw smaller objects.
- To practise analogue drawing - a range of possibilities for different feelings and marks.
- To explore blind contour drawing to develop close, slowed down and detailed looking.
- Exploring three Dimensions with Lego: drawing and collage.
- To explore seeing and drawing using a ruler.
- To draw hands using the continuous line technique.

**Outcome:**

Pupils will explore a variety of drawing exercises to develop a range of drawing techniques through different subject matters.

**Key Vocabulary**

Sketching, subject, analogue drawing, charcoal, colour, fast, slow, hard, light, smooth, rough, perspective, collage, 3D shapes, structure, volume, continuous lines, process and outcome.