

# 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.

### Learning:

Further develop reading stamina.  
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.

### Outcome:

Pupils will:  
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.  
Activities for revision

**West Park C of E Primary School**  
**Year 6 Summer 1<sup>st</sup> Half Term Plan 2023-24**

**Computing**

**Learning**

Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects.

**Outcome**

Learners will create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.



**Key Vocabulary**

TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify

**PSHE**

**Pupils can:**

- recognise that families are important for children growing up because they can give love, security and stability
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

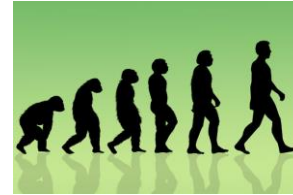
**Key Vocabulary**

Respect, compromise, relationships, friendships, generosity conflict, resolution, healthy/unhealthy relationships, security, love, beliefs.

**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**

**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 its 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**

Reading and plotting coordinates in all four quadrants.  
Translating shapes in all four quadrants.  
Reflecting shapes in all four quadrants.  
Draw 2-D shapes using given dimensions and angles  
Recognise, describe and build simple 3-D shapes, including making nets  
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons  
Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius  
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles  
Interpret and construct pie charts and line graphs and use these to solve problems  
Calculate and interpret the mean as an average  
  
Consolidate prior learning based on their emerging needs derived from the curriculum coverage this academic year

**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, diving, 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**

**Dragon Eye sketches and sculptures**

**Learning:**

Develop their sketching techniques.

Develop their clay modelling techniques

**Outcome:**

Sketch a dragon's eye using the correct proportion and tones

Design and create a dragon's eye using clay– showing texture

Critique own work



**Key Vocabulary**

Sketching, tonal lines, clay, texture, complementary, colours.