



UKS2 Year B Autumn 1

Darwin's Delights



HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART
The Journey of The Beagle			Evolution and Inheritance	White Rose	Concepts in Humanism	Drawing

Democracy Rules Week

Key Questions: What is democracy? What are the alternatives to democracy? What rights do we have?

<p>ENGAGE</p> <p>DEVELOP</p> <p>INNOVATE</p> <p>EXPRESS</p>	<p>In Geography, we will learn about:</p> <p>HUMAN AND PHYSICAL We will: explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world</p> <p>ENVIRONMENT explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.</p> <p>PLACES describe how human and physical processes can lead to similarities/differences in the environments of places and in the lives of people who live there</p> <p>MAPPING produce own accurate scaled maps</p> <p>USING MAPS compare and contrast areas of the UK and wider world by looking at geographical features on a range of maps including digital / computer mapping</p> <p>PERSPECTIVES explain what human and physical processes may have occurred in a place by studying an aerial image of it.</p>	<p>Our grammar and punctuation content is:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Modal Verbs • Hyphens <p>Year 6</p> <ul style="list-style-type: none"> • Revise word classes • Simple SVO, compound and complex sentences <p>We follow a spelling scheme called No Nonsense spelling.</p>	<p>We will be reading:</p> <p>Sky Hawk by Gill Lewis and What Mr Darwin Saw by Mick Manning</p> <p>We will be writing: biographies and autobiographies, recounts, diary entries and short narratives</p> <p>We will be learning a class poem off by heart for our Off By Heart Choral Performance</p>	<p>We will:</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>WORKING SCIENTIFICALLY reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or argument</p>	<p>Year 5 Number: Place Value Number: Addition and Subtraction</p> <p>Year 6 Number: Place Value Number: Addition and Subtraction Multiplication and Division</p>	<p>We will learn:</p> <p>what the 'happy human' logo tells us about the Humanist perspective.</p> <p>What is meant by 'Humanist' and 'atheist'</p> <p>that Humanism is an alternative to religion.</p> <p>that Humanists are concerned with the happiness and peace of individuals and societies.</p>	<p>We will learn about:</p> <p>LINE AND TONE We will: use cross-hatching to add tonal detail. Use pen and ink to add line, tone and perspective using a tonal ink wash.</p> <p>SELECTION describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>USING A SKETCHBOOK use a sketch book in which children develop and experiment with ideas</p> <p>PATTERN use rubbing techniques (frottage art) to collect patterns and textures.</p>
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Physical Education	PSHE	ICT	French	Music
Multi Skills Gymnastics	RELATIONSHIPS AND RESPECT	Internet safety & Web research	Actions	Charanga Unit 1 Happy
<p><u>We will learn to:</u></p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Year 5 link skills, techniques and ideas accurately & appropriately</p> <p>use criteria to analyse motifs/sequences & suggest improvements</p> <p>ask for help from others & use information given to improve further</p> <p>use principles of exercise activities when warming up</p> <p>Year 6 how balance/speed/agility/co-ordination affect our physical activity</p> <p>always try our best individually, with a partner, & as part of a team.</p> <p>that state of mind can effect performance of self & others</p> <p>organise ourselves to warm up & safely & lead a simple one for others</p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>RELATIONSHIPS AND RESPECT some of the different beliefs and values of society, demonstrating respect and tolerance towards people different from themselves.</p> <p>CONFIDENCE AND RESPONSIBILITY Show responsibility in managing daily tasks and learning and evaluate strengths and achievement in all areas of our lives.</p> <p>CITIZENSHIP Explain how we might make a positive contribution to a world issue, - organising McMillan Charity Coffee morning</p> <p>THROUGH KOOTH WORKSHOP</p> <p>EMOTIONAL WELL BEING Give quality, constructive feedback and support to benefit ourselves and others when working collaboratively.</p> <p>Consider reasons why someone may want to bully another person and suggest ways to support them</p> <p>RELATIONSHIPS AND FEELINGS Explain how a social and personal relationship might change over time including transition, loss, divorce, separation and bereavement.</p>	<p>We will learn about:</p> <p>What is the Internet? What is the WWW?</p> <p>Internet safety: Discussion & video</p> <p>creating a minimum of 8 slides in PowerPoint entitled Internet Safety</p> <p>Search engines and using key words, ranking of web pages</p> <p>carrying out Darwin research and how to create a quiz</p> <p>how to create a minimum of 6 slides entitled 'The Galapagos Islands</p>	<p>We will learn to:</p> <p>recognise and use perfect past tense sentences with help.</p> <p>recognise some adverbs from the lessons.</p> <p>recognise and use, with some help, third person singular verbs to describe what someone is doing.</p> <p>build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.</p>	<p>We will:</p> <p>Listen and Appraise Identifying and moving to the pulse with ease. Thinking about the message of songs and comparing two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listening carefully and respectfully to other people's thoughts about the music. Talking about the musical dimensions working together in the Unit songs and how it makes us feel</p> <p>Sing Singing in unison including backing vocals. Exploring singing solo and listening to the group when singing. Following a leader when singing. Rapping and solo singing. Listening to each other and be aware of how you fit into the group and singing with awareness of being 'in tune'.</p> <p>Play Instruments In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Perform Choosing what to perform and creating a programme. Communicating the meaning of the words and clearly articulate them. Recording the performance and compare it to a previous performance. Discussing and talking musically about it – "What went well?" and "It would have been even better if...?"</p>