

Dore Primary School

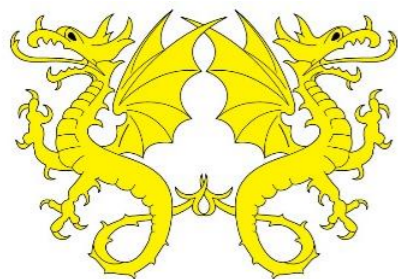
Y6 Learning Journey 6

Survival of the Fittest



Purpose of Learning Journey: (ENDPOINTS)

- Science:** Understand evolution and inheritance. This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
 - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
 - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
 - Understand how the theory of evolution has developed over time and how evidence, such as fossils, has supported this theory.
- D.T:** Master practical skills. This concept involves developing the skills needed to make high quality products.
- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
 - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
- D.T:** Design, make, evaluate and improve. This concept involves developing the process of design thinking and seeing design.
- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). as a process.
 - Make products through stages of prototypes, making continual refinements.
 - Ensure products have a high-quality finish, using art skills where appropriate
- D.T:** Take inspiration from design throughout history. This concept involves appreciating the design process that has influenced the products we use in everyday life.
- Create innovative designs that improve upon existing products.
 - Evaluate the design of products so as to suggest improvements to the user experience.
- Music (Ukulele)**
- Play the ukulele with the correct technique within the context of the song.
 - Play songs from memory or using standard musical notation.
 - Rehearse and perform their part within the context of the song.
 - Listen to and follow musical instructions from a conductor (teacher or pupil).
 - Perform with skilful playing



Dore Primary School

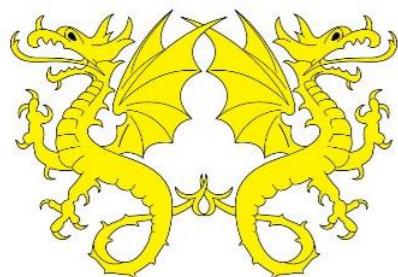
Y6 Learning Journey 6

Survival of the Fittest



Links to Prior Knowledge:	Y3 – Pole to Pole (Arctic and Antarctic animals) Y4 – Amazon Adventures (Adaptation)
Links for Relevance and Currency:	Climate change and humanity's impact on natural habitats
Immersion Event / Activity:	
Celebration of Learning:	
English Links:	Non-chronological reports on animals
Maths Links:	

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers			
					Values	Outdoor Learning	P4C	TASC
Science	1	To understand inheritance and evolution. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	The children complete a personal profile showing the characteristics they have inherited from their parents and those which they have acquired since birth through practise and perseverance.	The children understand the difference between inherited and acquired characteristics.	✓			
Science	2	To understand inheritance and evolution. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	The children match animals to their habitats and identify two ways in which the animal is adapted to its environment.	The children understand how animals are adapted to their habitats.				
Science	3	To understand inheritance and evolution. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	The children create punnet squares to show how genes are inherited by offspring, and that some genes are dominant whilst others are recessive.	The children understand that traits are inherited through genes and that some genes are more dominant than others.				
Science	4	To understand inheritance and evolution.			✓			



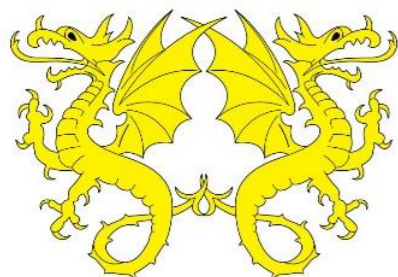
Dore Primary School

Y6 Learning Journey 6

Survival of the Fittest



		<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	The children learn how the theory of evolution has been developed over the centuries, leading to Charles Darwin's 'On the Origin of Species'. They examine previous theories and identify any inaccuracies as well as historical elements which fit broadly with our current understanding of evolution. Previous theories come from a diverse range of countries (e.g. China and the Islamic world).	<p>The children understand that no scientist works in isolation and that scientific understanding is a culmination of work by many individuals over the centuries.</p> <p>The children have a good understanding of Darwin's work on the Galapagos Islands and how the finches were adapted to biological niches within the islands. Children appreciate that the ideas espoused by Darwin were in circulation hundreds of years before 'The Origin of Species'</p>				
Science	5	<p>To understand inheritance and evolution.</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	The children study Darwin's 'Tree of Life' and the fossil record showing how horses have evolved over millions of years.	The children understand that evolution takes place over millions of years and that adaptive traits that give animals an advantage in their habitat are more likely to be inherited by offspring.				
Science	6	<p>To understand inheritance and evolution.</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	The children attempt to piece together a super-continent jigsaw to show how the Earth's continents and landmasses have changed over billions of years.	The children understand that the Earth's landmasses are changing very slowly over time. They understand the terms continental drift and tectonic plates. Children understand how continental drifts explains the presence of alike creatures on separate landmasses.				
Science	7	<p>To understand inheritance and evolution.</p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	Mr Men and Little Miss breeding program – the children choose a Mr Man and a Little Miss and show which traits their offspring would inherit from each parent.	The children understand the difference between inherited and acquired characteristics and apply this in a creative way.				
Design and Technology / Outdoor Learning		<p>Design and Technology: To design, make, evaluate and improve.</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <p>Design and technology: To master skills.</p>	<p>Lesson 1- Children discuss lawn games as products. Boule, Skittles, Kubb and Mollkly are shown as examples. Children consider the materials they will be working with (logs) and the tools they will be using (bowsaw, billhook, sheath knife), the end user and develop a plan for a lawn game. Children's plans include diagrams and bullet pointed instructions.</p> <p>Lesson 2 & 3- Children build their game developing their practical skills.</p>	Lawn game to play at sleepover.		✓		✓



Dore Primary School

Y6 Learning Journey 6

Survival of the Fittest



		<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). 	<p>Lesson 4 – children play-test their game and see if it needs refining.</p> <p>Lesson 5 – children complete the building of their game and produce an instruction sheet to go with it – informing others how to play. Children have a chance to play their games and those of their peers at the end of term sleepover.</p>				
Art	1-3	<p>To master techniques</p> <ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Portrait of a great ape</p> <p>Lesson 1 - Preparatory work in sketch book (consider line, shape, form and space) Use techniques for portraiture to ensure proportions are correct)</p> <p>Lesson 2 – Begin final composition building on ideas from sketch book. Sketch out lightly, then choose medium (or mix of media) to work with – choice of paint, pastels, charcoal.</p> <p>Lesson 3 – complete final composition.</p>	The children create a realistic, well-proportioned portrait of a great ape and are able to give reasons for their choice of media.			
Music	1-5	<ul style="list-style-type: none"> • Play the ukulele with the correct technique within the context of the song. • Play songs from memory or using standard musical notation. • Rehearse and perform their part within the context of the song. • Listen to and follow musical instructions from a conductor (teacher or pupil). 	Pupils will follow Charanga Musical School's Ukulele course which is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.	<ul style="list-style-type: none"> • Children will know how to hold and play the ukulele correctly. • They will know notes that each string plays in the open position. • Children will learn to play songs using the chords C, F G7 and G. • They will learn to read musical notation. • They will perform as part of an ensemble. • They will use musical vocabulary and dimensions when talking about songs and instrumental pieces. 			