

As scientists, we will:

Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago.

Recognise that living things produce offspring of the same kind which normally vary. Identify how organisms are suited to their environments and that adaptation may lead to evolution.

Find out about the work of palaeontologist Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

As mathematicians, we will:

- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

As historians, we will:

Learn about changes in Britain from the Stone Age to the Bronze Age, looking at aspects of the period including the global spread of Homo Sapiens, mass extinctions, climate change, the development of toolmaking (Langdale axes), and the progression from hunter-gathering to farming societies through the three main periods of the Stone Age.

As French speakers, we will:

Engage in conversations, expressing opinions
Speak in simple language & be understood
Develop appropriate pronunciation

As musicians, we will:

Sing in harmony, perform parts from memory and take the lead in performances (singing)

As artists, we will:

Create Stone Age art inspired by Banksy's British Museum hoax. Sculpt a 'Beaker People' pot.


As writers, we will:

Use *devices to build cohesion* between paragraphs in persuasive, discursive and explanatory texts. (*On the other hand*, some people believe that wild animals should not be used for any kind of entertainment. *This causes* the animals to become distressed.) Use a range of punctuation including dashes, colons, semi-colons, hyphens, parentheses. Have daily spelling sessions: children will develop their understanding of etymology and morphology, looking at root words, prefixes and suffixes, and continue to learn words from the statutory Year 5/6 word list.

Write to entertain: character and setting description (*Skellig*).
Write to inform: newspaper report (*Skellig*).
Write to inform: fact file on evolutionary change and variation in chosen species.

As readers, we will:

Read books and non-fiction texts that are structured in a variety of ways; identify themes, features, stylistic conventions and key points in a range of texts; annotate, evaluate and discuss texts including stories from other traditions and cultures.



Term: Autumn 2

Evolution and Inheritance

Texts: *Skellig* by David Almond
Darwin's Origin of Species
by Sabina Radeva

As geographers, we will:

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic Circles, Prime/Greenwich Meridian and time zones - Voyage of the Beagle.

As theologians, we will:

Learn about the Christmas experience in our local church; continue our study of Creation Stories from different religions.

As designers, we will:

Design a Stone Age kitchen: follow and refine plans and justify them in a convincing way. Neolithic Tools: Select from and use a range of tools to perform woodworking tasks safely and accurately.

As sports people, we will:

Develop stamina, strength and technique (cross-country running)

As computer users, we will:

Use CAD (Sketchup) to design a 'Skara Brae' kitchen. Discuss, identify and minimize the risks of online use of technology.