

	<b>Year group</b>	6	<b>Academic year</b>	2021-2022	<b>Term</b>	Summer 2	<b>Duration</b>	7 Weeks		
	<b>Half-term topic knowledge Organiser</b>									
	<b>Topic Title</b>	<b>Changes (Evolution)</b>								
<b>Topic Overview</b>										
	<b>Key Questions</b>			<b>Key events</b>		<b>PSHE, SMSC and British Values</b>		<b>Opportunities for 6 Rs</b>		
	<ul style="list-style-type: none"> <li>• What is Darwin's theory of evolution?</li> <li>• Why is Mary Anning important?</li> <li>• How do plants/ animals adapt to their environment?</li> <li>• What is the potential impact of animals becoming extinct?</li> <li>• What does a variation in species mean?</li> <li>• What is the difference between inherited and adaptive traits?</li> </ul>			<ul style="list-style-type: none"> <li>• End of year assembly</li> <li>• Trips to the Mosque and Paulton's Park</li> <li>• Enterprise day</li> <li>• Changemakers Day</li> </ul>		<ul style="list-style-type: none"> <li>• Changing Me</li> <li>• SRE</li> <li>•</li> </ul>		<p>Respect- trips out of school with the general public</p> <p>Resilience- transition timetable and changes to prepare children for Seniors.</p> <p>Resourcefulness- the investigations and experiments being undertaken. How can we ensure our work is effective?</p> <p>Reflectiveness- reflect on the design, create and evaluate process in DT and project work in Maths.</p>		
<b>Summary</b>		<b>Vocabulary (tier 3)</b>			<b>Key dates</b>		<b>Prep/ homework task</b>			
<p>The children will learn about the theory of natural selection, by which organisms change over a long period of time. This is generally as a result of changes in response to the environment. The children will undertake experiments into Darwin's theories, evaluating whether they can produce a fair test, or not. The children will also study fossils, try and create their own and understand their role in creating an understanding of things that died many millions of years ago.</p>		<ul style="list-style-type: none"> <li>• Characteristics- distinguishing features or qualities.</li> <li>• Inheritance- when characteristics are passed on to offspring</li> <li>• Adaptation- changes to increase a living thing's chances of survival</li> <li>• Evolution-adaptation that take place in a species over time.</li> <li>• Natural selection- process by which organisms are better adapted to their environment.</li> <li>• Fossil- remains/ imprint of a prehistoric plant or animal</li> <li>• Adaptive traits- genetic features</li> <li>• Inherited traits- traits taken from parents</li> <li>• Extinction- animal/ plant species dies out</li> </ul>			<ul style="list-style-type: none"> <li>• Inset day – 24<sup>th</sup> June</li> <li>• Paulton's Park trip – 29<sup>th</sup> June</li> <li>• Transition days – 4<sup>th</sup> and 5<sup>th</sup> July</li> <li>• Tuesay 19<sup>th</sup> July – Mayfield's Got talent show</li> <li>• Thursday 21st – Year6 Fest – leav'rs' afternoon</li> </ul>					
<b>Key English stimulus</b>		<b>Computing</b>		<b>Music</b>		<b>Spanish</b>		<b>RE</b>		<b>Maths</b>
<p>Darwin's Dragons-Lindsay Galvin This book will be used as a class reader and for additional narrative outcomes.</p> <p>When we get lost in Dreamland-Ross Welford This book will be used to create a transition destination reader unit and a short writing outcome.</p>				<p>Listen to a range of different musical styles from a vast timeline.</p> <p>Historical, Social, Cultural and emotional.</p>		<p><i>Mi futuro</i> (my future).</p> <p>Reading a story (<i>Cuando sea mayor, quiero ser...</i>) and sharing new vocab with the class.</p> <p>Singing along the song <i>Las profesiones</i> in Spanish.</p> <p>Describing a range of professions in masculine, feminine, singular and plural agreements.</p> <p>Using conditional ideas to describe future jobs and aspirations.</p> <p>Conjugating into the near future tense and using 1<sup>st</sup> and 3<sup>rd</sup> person.</p> <p>Writing a letter to their future Spanish teacher using the near future and the conditional ideas.</p>		<p>River of life (Humanism)</p>		<p>Children will continue to work on their theme park unit. They will design, plan and budget a theme park. They will then review their work and make appropriate changes.</p> <p>Children will also continue to complete projects related to money and finances to support their future independence.</p>