Part of the **Learning Excellence** family

Year 6
Autumn 1

Survival!

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Year 6 Autumn 1: Survival!

Theme Overview

Lead Subjects	Additional Subjects	English
▪ Science ▪ Geography ▪ Art and Design ▪ Physical Education	▪ Mathematics ▪ PSHE ▪ Computing	▪ Novel as a Theme ▪ Recount: Biography

Visits	Visitors	Experiences	Events

Getting Started...

Be Curious	Be Knowledgeable	Be Adventurous	Be Ambitious	Be Creative	Be Collaborative	Be Reflective	Be Positive
▪ Engage in first-hand experiences ▪ Embrace experiences which are remarkable to the individual ▪ Invoke a sense of awe and wonder ▪ Develop an appreciation of and responsibility for the environment ▪ Engage in multi - sensory learning ▪ Experience contrasts (polluted/unspoilt, light/dark, urban/rural, loud/quiet)	▪ Secure strong Literacy/Numeracy Skills ▪ Develop subject specific language ▪ Manage, receive, record and apply information ▪ Nurture a thirst for knowledge ▪ Apply cross - curricular skills ▪ Develop Information processing skills	▪ Work within one's own comfort zone and outside it ▪ Work in the real world with first-hand experiences ▪ Work practically ▪ Work on a large scale ▪ Experience exhilaration, challenge and achievement ▪ Develop problem-solving skills	▪ Develop responsibility for one's own learning ▪ Link with experts ▪ See possibilities ▪ Strive for improvement ▪ Seek opportunities ▪ Develop an open outlook ▪ Develop a 'Growth Mindset' ▪ Develop relevant attributes of learning	▪ Choose how to use free time ▪ Developing hobbies and interests ▪ Apply skills to new situations ▪ Explore alternatives in problem solving situations ▪ Question 'What if...?' 'Why not....?', etc. ▪ Develop creative thinking skills	▪ Work with others in an interactive learning process ▪ Respect the opinions and differences of others ▪ Value one's own perceptions and those of others ▪ Challenging one's own perceptions and those of others ▪ Work as a team ▪ Develop empathy ▪ Develop social skills	▪ Make lifestyle choices in response to thoughts ▪ Identify and use one's aptitudes and interests as a vehicle for learning ▪ Move towards the understanding of a wide range of feelings (success/failure, apprehension, anticipation) ▪ Develop awareness of individual strengths and areas of development ▪ Develop reasoning skills	▪ Listen and respond to advice ▪ Value pupil voice ▪ Develop self-esteem ▪ Be listened to ▪ Manage one's own behaviour ▪ Develop own opinions ▪ Secure and articulate preferences ▪ Consider one's place in the world ▪ Foster intrinsic motivation ▪ Develop relevant attributes of learning

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Science

Key Learning

Environment – Evolution and Inheritance

- 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.

Notes and Guidance (Non-statutory)

- *Building on what they have learnt about fossils in the topic on rocks in Year Three, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.*
  ***Note:** At this stage, pupils are not expected to understand how genes and chromosomes work.*

Pupils Might Work Scientifically

- By observing and raising questions about local animals and how they are adapted to the environment.
- By comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels.
- By analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

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Science

Creative Learning Opportunities and Outcomes

Wow / Launch

- Watch this rap on YouTube (**here**) to find out how a camel is adapted to survive in the desert. After watching the video several times (each part of the group could be given a different body part to focus on) annotate an image of a camel with features it has that make it able to survive in the desert.

Research

- Find out or research how other animals are adapted to survive in their environment. What features do they have? e.g. penguins, arctic fox, polar bears. A great introduction to this can be found at the ARKive website (**here**), in particular the task 'Animals over Winter'.
  - Animals Over Winter - adapting to survive over winter (introduction to migration, hibernation and changes in behaviour to survive harsh winter conditions). This resource includes a classroom presentation to introduce animal winter survival adaptations (including video links to various animal behaviours). Detailed teachers' notes support the planning and learning and describe how to organise the collaborative pupil activity.
  - Activity: Pupils pick one of the species (not polar bears or penguins) mentioned in the classroom presentation provided (see list of twelve species on final slide). Using the ARKive website (**here**) and other internet resources, pupils work individually, in pairs, or in small groups to research their species.
  - Using their research, have pupils create a poster, PowerPoint presentation, written report or verbal presentation about their species and its adaptations to winter.

Science challenge: Create / Invent / Design

- Can you design a species of your own? – choose one of the resources below to support this:
  - Adaptation: Design a Species - the ARKive website (**here**) provides a classroom presentation and detailed teachers' notes. Pupils design their own species showing how it is adapted considering features such as movement, communication, feeding preferences (hunting prey or escaping predators) and camouflage.
  - Design an Invasive Species: This resource (**here**) looks at the negative impact of invasive species (e.g. grey squirrel) and competition for survival. In this task the children have to design a brand new, ultimate invasive species using the resources provided. This links well to the idea of survival of the fittest/competition for survival. A classroom presentation looks at what an invasive species is and what impact they can have on a species. Detailed teachers' notes for running the activity are also provided. The Primaryupd8 Resource: Harlequin Ladybird - Invader and Settler also links to Invasive Species within their local environment.
  - The Strawpion: (**here**) provides a link to the full activity along with literacy information on report writing. The children have to invent a new 'ultimate' animal called The Strawpion which is adapted for numerous different scenarios and habitat conditions. Children could invent ways in which it is adapted for feeding, protection, attack, camouflage, living in different conditions (wet, dry, hot, cold, etc), etc. so that it voids being eaten/captures prey/survives and reproduces. They have to make a 3-d model of their Strawpion and describe its features for a nature magazine. The children's response to this and their annotations and written work linked to their animal can be used as an assessment task. Encourage the use of the scientific vocabulary learned during the unit.

Reporting Learning

- From the 'Create / Invent / Design a Species' above, children to present their learning in the form of a 'rap' as seen in the introductory YouTube video. Give children the success criteria for their rap, to ensure that the key learning and understanding of the key scientific vocabulary is exemplified in their presentation.

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Science

Creative Learning Opportunities and Outcomes (contd.)

Modelling

- Survival of the fittest game from 'British Council – Darwin Now' resource. Download the guidelines (**here**), characteristics cards (**here**), scenario cards (**here**) and facilitators guide (**here**).
- This task provides resources for the children to make a fictitious animal which has different characteristics. Each child's creature will have slightly different features (long/short neck, thick/thin fur, horns/no horns, long legs/short legs). Different scenarios are acted out which result in some animals surviving (because of their characteristics) and some dying. Which animals survive? The game can be played different times using the different scenario cards. The resource looks at 'being eaten by others' as well as random acts such as an earthquake where survival is due to luck rather than a specific characteristic. This resource is useful as it begins to talk about a population and how it changes over time rather than just an individual animal within a species.

Modelling

- How much food can your bird 'eat'?
- Bird Beak Buffet - In order to survive, animals need to be able to get enough food. Provide each table (of six pupils) with a different tool each to represent a beak (tweezers, coffee stirrer, peg, bulldog clip, spork (spoon with fork tip), toothpick) and a plastic cup to represent their bird stomach. On each table place a plate of 'food' (for example, poppy seeds, raisins, sweet jellies to represent worms, sunflower seeds, lentils, mini marshmallows). Children compare their beaks and guess who will be able to eat the most food in a given time. Allow ten seconds to eat as much 'food' as they can, using their 'beaks' and placing it in their bird 'stomachs'. When the time is up, stop the feeding and say their food source is becoming scarce, they must fly to another source (table) and start eating again (for ten seconds). This can be repeated around each of the tables.
- Which food was your beak best at eating? Which beak could adapt to eating different food sources and which was more specialised for one particular food source.
- An adapted version of this task (plus other bird related activities) can be found on the Birdworld website (**here**). This resource also looks at other bird adaptations, for example, the foot of a parrot.

Modelling

- Do you 'die', 'survive' or 'survive and reproduce'?
- The Clippy Island resource from the BBSRC website (**here**) allows the children to see what happens to the population of a fictitious island of birds over several seasons. The children are introduced to the idea that the fictitious 'Springbeak' birds have different beak shapes. Some are better at getting their food than others and so some survive whilst others survive **and** reproduce. This activity follows on well from the 'Bird Beak Buffet' activity above.
- The children follow how the population changes over time and act out 'survival of the fittest', passed on traits and the effect of a random mutation. The task was originally designed for KS3 but can be easily adapted for upper KS2. The focus for Year Six should be on how an animal is able to survive, how it can survive and then reproduce and how a population changes over time (if there is a change to their food or a random mutation that alters a trait). All hand-outs are provided via the web link and the task provides an active approach to the concepts introduced above.

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Science

Creative Learning Opportunities and Outcomes (contd.)

Research

- How and why did the dodo die out?
- Ensure children are looking for 'evidence from the past' as part of their research.
- Allow the children to choose how they would to present their findings.
- The Oxford University Museum website (**here**) contains images, drawings and photos of dodos as evidence of what they looked like
- Sequence the photos from the 'dodo timeline' and decide which are the significant events which lead to dodo extinction. The dodo population did not have time to adapt as the human impact on their habitat was too extreme. Each pair or group of three to carry out further research into the significant events in the timeline. Photographs and timeline are available from the LPDS Science website (**here**).
- Linked to the English learning opportunity on biographies, children could also research the life and works of Mary Anning (1799-1847), Alfred Wallace (1823-1913) or Charles Darwin (1809-1882). The Collaborative Learning website (**here**) contains an information gap activity about Charles Darwin which could support this research. Children divide their group of four or eight into four smaller groups then each one finds out some information and brings it back to the 'home' group to share with others.

Modelling

- Play a game of 'Chinese Whispers'. With the children in a large circle, whisper a phrase (that has been previously written down before the task) into the ear of the first pupil. Make the phrase long enough and slightly complicated in order to make it difficult to remember the exact detail - it might be a sentence linked to the learning from a previous lesson. The children then take it in turns to whisper in the ear of the person next to them what they think was said to them. What is the final sentence once the 'message' has been passed around the circle? Is it the same as the original written message? This game models the process of evolution. Very small changes can result in much larger changes over time. The final sentence (current species/population) is different from the one in the beginning (in the past).

Modelling

- What happens when animals reproduce? What happens to a population over time? Survivors can breed and pass on their traits to their offspring.
- Download 'Genetics and Ecology: A Teachers' Guide' from the National Stem Centre website *(you will need to register first to be able to download this activity. Registering and downloading is free of charge).* Using Task 9e, the children observe how a population of a species changes when adults reproduce and where some offspring survive and some do not. They are also introduced to a random change (mutation) and its effect on a species and a population over time – resulting in evolution of the species.

Modelling

- To model inheritance, give groups of children a variety of different biscuits (round, rectangular, with layers, with chocolate, with wavy edges, with ridges, etc). Ask them to choose one biscuit as a female and the other representing a male species. The children identify the key features of each biscuit and then select another from the collection (to be the 'offspring' of the 'parent' biscuits) that has/represents traits acquired from each parent. Ask children to justify the one they have chosen and reasons behind their decision.

Science

Creative Learning Opportunities and Outcomes (contd.)

Explore / Observe / First hand experiences

- Is everyone exactly the same? Variations occur between individuals in a species. What features do we have as humans? What traits do we share? What traits are unique to us? Humans are not really like X-Men with special powers from mutations but they do have certain traits and combinations of traits that make them special. The Genetics Institute at the University of Utah has developed some excellent teaching resources to explore human traits in a sensitive way without the need to mention genes or chromosomes or even family trees. Two particularly useful resources are 'Family Traits Trivia' and 'Generations of Traits' (Gingerbread inheritance) which can be found on their website (**here**).
- Family traits trivia: play this in the classroom (rather than as a homework activity as suggested on the website) to see what traits we share and which combinations are unique to us (be cautious about using this as a homework activity, it is better done as a class to describe variation and to consider a variety of traits within a species). You could link this to dogs. What different features do different dogs have? (size, fur colour, nose shape, leg length, fur length, etc.). If you were designing your perfect dog what traits would it have? (see 'dog breeding' creative context below to extend the dog theme further and explore inheritance in more detail).
- Modelling - Generations of traits: this looks at inheritance in gingerbread people. Rather than the children considering their own family trees, they could consider the family tree for a fictitious family of gingerbread people (or even adapt it to be about dogs and their litter of puppies). The different coloured pom-poms used could represent the coloured icing used to make each 'original' gingerbread grandparent's features e.g. red buttons, red bow tie, red hair, red hands, red feet and red eyes. Which 'traits' are passed on to future generations? Which ones miss a generation? Are all offspring exactly the same? Do they share features with their parents and grandparents? (offspring share features from their parents but will not be exactly the same, some traits skip a generation – this is explored further in the dog breeding task where several breeding attempts are required to get the ideal traits in a puppy).

Dog breeding

- Selective breeding can be explored in this context where humans are responsible for choosing an animal's traits in order to create an animal with more desirable features.

Optional real outcome

- Design an information booklet for a local pet shop about different dog breeds. Include information about popular breeds and their traits, information about working dogs and how different dogs are being bred for more desirable features. You might also want to include a section of different breeds of farm animals.

Sort / Group / Compare / Classify

- Compare and contrast three different types of terrier dog (e.g. Yorkshire Terrier, Cairn Terrier, Tibetan Terrier). What traits/features are the same? How are they different?
- What traits would you want the following dogs to have:
  - Rescue dog.
  - Guide dog for the blind.
  - Dog suited for living with a young, active family.
  - Dog suited for an owner with allergies.
  - Dog suited for living with an elderly person.
  - Guard dog.
  - Police dog / sniffer dog.

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Science

Creative Learning Opportunities and Outcomes (contd.)

Explore / Observe / First hand experiences

- Create your own dog. What features will it have? What variation can you see when you compare other groups dogs with your own?
- The 'Recipe for Traits' activity from The University of Utah website (**here**) introduces an activity to create your own dog with a specific type of traits. It provides all the resources required and introduces, in a very simple way, the term DNA. Introducing DNA is not statutory within the NC2014 for Year Six but it could be introduced in a simple form as a recipe of information passed from parents rather than using the term DNA.

Modelling

- Can you breed your own dog to have some desirable features? The University of California Museum of Paleontology website (**here**) has a set of instructions and all the resources for children to 'breed' their own dog with a specific desirable feature. It suggests that students begin by examining canine features and their functions. They are then given a scenario that describes the type of task they need a new breed of dog to perform. They then select two existing breeds they feel will most likely produce a successful new breed and determine the resulting offspring's characteristics. This lesson emphasizes variation, inheritance, selection, and time (number of generations) to help students develop a clear understanding of artificial selection and, ultimately, natural selection.
- For further enrichment activities linked to this unit of work, refer to the support available in our Inspiring Primary Science Planning Guidance. This includes additional resources linked to human evolution should you wish to explore this further. It also provides further ideas to support research of endangered species linked to 'survival'.

Key questions

- Are all plants and animals the same? Are humans all the same?
- How do animals survive?
- Why do animals need to reproduce?
- How have species changed over time?
- Who are Mary Anning, Charles Darwin and Alfred Wallace?
- Why are some species under threat while others aren't?
- What happens if we remove a species from the food chain?
- What affect does pollution and global climate change have on animals/plants/food chains?

Key vocabulary

- Evolution, change over time, species, population, features, trait, inherited, reproduce, offspring, variation, mutation, survive/survival/survival of the fittest, adaptation, consumer, producer, predator, prey, food chain, consumer, producer, key, suited.

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Geography

Key Learning

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Human and Physical Geography

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Use of ICT/Technology

- Use appropriate search facilities when locating places on digital/online maps and websites.
- Start to explain satellite imagery.
- Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.
- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
- Investigate electronic links with schools/children in other places e.g. email/video communication.

Mapping

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps.
- Choose the most appropriate map/globe for a specific purpose.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Use latitude and longitude in an atlas or on a globe.
- Use the scale bar on maps.
- Read and compare map scales.

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Geography

Key Learning (contd.)

Communication

- Use more precise geographical language relating to the physical and human processes detailed in the programmes of study, e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments.

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Geography

Creative Learning Opportunities and Outcomes

Research

- Pupils research aspects of world geography e.g. revision of the seven continents and five oceans. How many countries are there in the world? Can they name some key countries in each continent; name and understand the significance of the BRICS countries?
- They could also research some specific countries – perhaps any countries in the news; countries relevant to other geographical features and regions being studied; countries of special relevance to individual children e.g. where their relatives live, where they were born, where they've been on holiday etc.

Activities

- Introduce the pupils to some unique physical or human features from some of the countries, e.g. Himalayan Mountains, Great Wall of China, World Heritage sites, frozen lands, volcanoes. See the Geographical Association's, 'A Different View' (**here)** for ideas on using images in geography.
- Use thematic maps, like those on the How Stuff Works website (**here**) to look at, for example, population, weather etc.
- Use satellite images to identify key physical and human features of the world. Ask the children to choose and research some of these features or research further characteristics of individual countries. Use and create Google Earth tours of the world.
- Create fact-files about a country. These can be communicated via a range of means e.g. webpage, blog, presentation, or by creating a simple information app.
- Annotate digital maps of the world with researched facts and photos e.g. via Google Maps/Earth.
- Study the main rivers and/or mountains or islands of the world – including the processes that give rise to these key physical geographical features. Investigate world biomes and vegetation belts. Link to specific regions studied at KS2.
- Investigate the climate and weather patterns across the world including use of live data.
- Investigate tourism in different parts of the world. Find and use webcams across the world to see what individual places are like - link to specific to regions studied.
- Make geographical links to key sporting events e.g. World Cup, Olympics etc.
- Discuss/debate topical/controversial geographical issues in the news across the world e.g. disease, famine, extreme weather, natural disasters, and conflicts. Locate these on a map.

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Art and Design

Key Learning

Drawing

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Develop close observation skills using a variety of view finders.
- Use a journal to collect and develop ideas.
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with coloured pencils, pastels.
- Use different techniques for different purposes i.e. shading, cross-hatching.
- Show an awareness of how paintings are created i.e. composition.

Painting

- Develop a painting from a drawing.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
- Create imaginative work from a variety of sources e.g. observational drawing, themes.

Digital

- Use a graphics package to create and manipulate new images.
- Be able to import an image (scanned, retrieved, taken) into a graphics package.
- Understand that a digital image is created by layering.
- Create layered images from original ideas.

Evaluating

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a journal/sketchbook.

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Art and Design

Creative Learning Opportunities and Outcomes

- This unit explores the theme of camouflage within the natural world. Children explore images and use to develop drawings and paintings which experiment with camouflage. The unit could be developed further using digital media, for example paint.net (free download) which allows any image to be manipulated.

Drawing

- Investigate images of animals in camouflage e.g. orange oak leaf butterfly, owl butterfly, tawny owls against bark, birds' eggs, snake in sand etc.
- Collect images in sketchbooks and create detailed drawings in dry media; improve mastery of drawing techniques.
- Collect images in sketchbooks and create detailed drawings in wet media such as watercolour.
- Annotate sketchbooks with personal observations and preferences.
- Use sketchbooks to experiment with colour; pencils, pastels etc. to find preferences which will be developed further in a painting.
- In sketchbooks use view finders to isolate a specific detail; repeat and create patterns.

Painting

- From ideas in sketchbook, develop a drawing into painting e.g. repeat the image of the orange oak leaf butterfly hidden amongst dead leaves or snakes hidden in sand, challenge the viewer to find butterflies or snakes.
- Improve the mastery of techniques such as detailed drawing and painting e.g. sand and eyes, wings and bark.
- Discuss and consider how positioning of images and composition will be used to add to the theme; how many repeats, how closely positioned.

Digital

- Import a selected image into a graphics package such as paint.net.
- Experiment by resizing, rotating, repeating.
- Experiment with colour changes and effects.
- Discuss and adapt preferences, store prints in sketchbook and record changes.
- Produce digital art work which compliments and explores theme.

Evaluating

- Encourage children to compare and comment on their work and that of others to discuss what they think and feel.
- Celebrate creative process in sketchbooks together with changes and adaptations as part of the artistic journey.

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Physical Education

Key Learning

Dance

- Throughout KS2 pupil should perform dances using a range of movement patterns and learn how make dance phrases and sequences of movement.
- The children will learn how to evaluate and recognise their own success and compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- In Year Six dance, children think about how to use movement to explore and communicate ideas. In Year Six children focus on popular dance styles of different eras. They explore a range of dances, using step and gesture patterns, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. They learn more about both dance style and music.

Prior Learning

- It is helpful (though not essential) if children have:
  - experienced dances from other times and places.
  - composed dances on their own and as part of a group.
  - used basic compositional devices.
  - experienced a range of dance styles.

Children Should Learn How to

- Extend their dance skills and movement vocabulary by using body actions (**what** the Body can do), dynamics (**how** the body can move i.e. **time/speed** – quick/slow), use of space (**where** in the space) and relationships (With **who** or **what** is the body moving in relationship to).
- Perform and experience social dances from different time periods.
- Explore dance ideas through improvisation, selecting and refining movement using simple compositional tools to make dances on their own, with a partner and in small groups.
- Describe and interpret their own and others social dances using expressive language and appropriate dance terminology.
- Use stimuli from and link to, other areas of the curriculum including art and design, music and drama.
- Understand how dance can support a healthy active lifestyle.

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Physical Education

Creative Learning Opportunities and Outcomes

Dance

- In dance a three stranded approach could be used, The three strands are performing, composing and appreciating.
- Children could be asked to carry out a core task based on social dances over time.

Task

- The children should learn how to create and perform step and action patterns and short dances from a range of dance crazes, such as:
  - Lindy Hop (1920s).
  - Jitterbug, Swing (1940s).
  - Rock 'n' Roll, Madison (1950s).
  - Locomotion, Mashed Potato, Twist (1960s).
  - YMCA, Saturday Night Fever, disco (1970s).
  - Agadoo, Time Warp (1980s).
  - Happy Raver, Macarena (1990s).
  - Cha Cha Slide (2000s).
  - Gangnam Style (2010-).
- The children should learn to remember, refine and repeat short dances inn the different styles from two, three or more time periods.
- The children could create a dance routine to show how social dance steps have evolved and changed over time.

Example

- Teach the children a number of different dance steps/routines based on popular social dances from different decades.
- Teach a transition move (i.e. basic Salsa step) to link the dances phrases together.
- An example could be Madison – transition – Time Warp – transition – Gangnam Style.
- The children should identify strengths and weaknesses in their own and others' work and suggest ways to improve their performance and compositions.
- Children could explore different dance styles and create their own evolution of dance performance.
- This could be developed in a number of ways and the dances could be from different times in history, i.e. from stone age to modern day.

Adaptations and variations on the task

- To make the task easier, use ideas the children are familiar with; make the dance phrases shorter and keep actions simple; use simple accompaniment; ask the children to work on their own; use small spaces and similar heights and directions.
- To make the task harder, use more abstract stimuli; make the dance phrases longer and actions more complicated; use more complex rhythms, including changes of speed; work in small groups; use larger spaces and different heights and directions.

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Additional Curriculum Links		
Subject	**Key Learning**	**Creative Learning Opportunities and Outcomes**
Mathematics	**Number – number and place value** ▪ Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. ▪ Use negative numbers in context, and calculate intervals across zero. **Number – number and place value** ▪ Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal. **Algebra** ▪ Generate and describe linear number sequences. **Statistics** ▪ Solve comparison, sum and difference problems using information presented in all types of graph. ▪ Calculate and interpret the mean as an average. ▪ Calculate and interpret the mode, median and range (Year Five).	Linked to the geography learning opportunity about creating fact files about a country, children can investigate different countries, identifying aspects such as population, average rainfall, maximum or minimum temperatures, total area. They can then use this information to create Top Trumps style cards, enabling them to compare the different numbers as they play the game. Linked to the science learning opportunity which includes aspects of reproduction, consider introducing children to the Fibonacci sequence through the use of *The Rabbit Problem by Emily Gravett*. This investigates the sequence made by counting the number of pairs of rabbits in a field. Once a pair is two months old, it can bear another pair and from then on bears one pair every month. Children can consider how they can represent this pictorially to then enable them to work out how many rabbits are in the field each month. Once they have identified these amounts (1, 1, 2, 3, 5, 8, 13, 21, 34 …) they can work collaboratively to identify how the sequence is derived (the next term is arrived at by adding the two previous terms). Linked to the science learning opportunity *How Much Food Can Your Bird Eat?* Children can collect the information about the amount of each different type of food eaten by the different 'beaks'. Once the information is collected, they can identify the most appropriate way to show this data in a graph or table, using it to identify patterns and answer questions such as which beak was most effective for eating the poppy seeds? Using data across their group, children can calculate the average number of food pieces eaten by each type of 'beak' (using mode, median and mean) and discuss which the most appropriate average to use is and why averages are used.

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Additional Curriculum Links		
Subject	**Key Learning**	**Creative Learning Opportunities and Outcomes**
PSHE	▪ Pupils will be able to recognise that resilience is important if they are to be able to deal effectively with their feelings and gain in self-confidence.	There may be opportunities to discuss 'put downs' and the impact these have on people. Children will do circle time activities which involve positive affirmations. They should discuss 'bouncing back' after a problem or life experience. The concept of '*mindfulness*' could be explored as could mental health issues. Are they aware and in tune with how they are feeling physically, emotionally and mentally? They should look at happiness, do people learn better when they are happy. Use the music from Mary Poppins *I Love to Laugh*. Discuss being happy and positive and being optimistic. Talk about surviving transition - some children will see the transition to high school very daunting - what could they put in their transition survival kit of skills that would help them?
Computing	**Digital Research – Searching Skills** ▪ Choose to use the internet when appropriate as a tool for independent research, e.g. gathering text, images, videos and sound as resources to use in their own work. ▪ Use more advanced searching techniques (e.g. Boolean and relational operators). ▪ Choose the most appropriate search engine for a task, e.g. image search, search within a specific site or searching the wider internet. ▪ Be able to create and use folders within lists of book-marks or favourites to organise content. ▪ Apply their knowledge of what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. ▪ Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books. ▪ Identify whether a file has copyright restrictions and can be legally downloaded from the internet then used in their own work.	This topic on searching is the main digital research project in upper KS2. Not only does it look at effective searching (IT), it also covers the digital literacy element of the curriculum that considers how to evaluate sources on Internet information. Teachers can choose which subject that they use to search about. In Science pupils could find out about adaptation, evolution and Charles Darwin. The History and Geography elements of this topic also provide areas that teachers might want to use for this task or to test their pupils' skills. The skills and knowledge elements for effective searching can be followed (see left), to provide a structure to this activity. The information obtained by the pupils can be used by activities in other subjects or to produce digital content such as the creation of a radio debate show, film or newspaper. Teachers should demonstrate several different search engines to show that information can be displayed in different formats by search engines.

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Additional Curriculum Links		
Subject	**Key Learning**	**Creative Learning Opportunities and Outcomes**
Computing (contd.)	▪ Use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g., using different keywords, skim-reading to check relevance of information, cross checking with different websites or other non ICT resources. ▪ Distinguish between fact and opinion and make informed choices about the sources of online information used to inform their work. ▪ Apply their knowledge of the meaning of domain names and common website extensions, e.g., .co.uk, .com, .ac, .sch .org, .gov, .net, to support the validation process. ▪ Develop skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability, e.g., by looking at web address, author, contact us sections, linked pages. ▪ Use acquired search skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability, e.g., by looking at web address, author, contact us sections, linked pages. ▪ Identify how copyright restrictions can affect how a file can be used in their own work, e.g., those produced under Creative Commons Licensing. **Knowledge** ▪ Know and understand what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. ▪ Understand how search engines work and know that there are different search engines; some to search within sites, and some to search the wider Internet. ▪ Know how Boolean and relational operators can be used in searching. ▪ Understand when and where the internet can be used as a research tool. ▪ Understand that good online research involves processing information, and interpreting it for others rather than direct copying. ▪ Understand that you should not publish other peoples' material on the Internet without their permission but you can hyperlink to their websites and acknowledge the source.	The second part of the activity needs pupils to 'be discerning in evaluating digital content'. Pupils need to follow the rules for assessing sources of information on the Internet. Teachers can look at key learning for this digital literacy element to provide an outline for their lessons. Teachers may decide whether to use one of the spoof websites in their lessons. Suggested sites are: ▪ The Pacific Northwest Tree Octopus (**here**) ▪ Flying Penguins (BBC) (**here**) An extension to this work could look at how search engines such as Google work i.e. how they rank websites.

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Additional Curriculum Links		
Subject	**Key Learning**	**Creative Learning Opportunities and Outcomes**
Computing (contd.)	▪ Be aware that copying text directly from websites or non-digital resources is equivalent to stealing other people's work (plagiarism). ▪ Understand the concept of plagiarism and the importance of acknowledging and referencing sources. ▪ Understand the concept of copyright and how it applies to material they find/download and to their own work. ▪ Become aware that file sharing is usually illegal due to copyright laws and can also spread viruses. ▪ Talk about validity, plausibility and appropriateness of information, especially on the internet. ▪ Understand some of the potential dangers and impact of not validating information.	

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English		
Key Learning		
Unit	**Novel as a Theme**	**Recount: Biography**
Outcome	▪ A debate related to an issue from the chosen text. ▪ A survival/adventure story.	▪ Carry out research, write and present a biography, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).
Possible Duration	▪ 3-4 weeks.	▪ 2-3 weeks.
Key Learning Reading	▪ Listening to whole novels read aloud by the teacher from a range of authors, which they may not choose themselves. ▪ Recognising themes within and across texts e.g. hope, fortune, survival. ▪ Comparing texts written in different periods. ▪ Expressing preferences about a wider range of books including modern fiction and fiction from our literary heritage. ▪ Using a reading journal to record on-going reflections and responses to reading. ▪ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point:Evidence:Explanation. ▪ Predicting what might happen from information stated and implied ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. ▪ Participating in debates on issues related to reading.	▪ Analysing the conventions of different types of writing. ▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. ▪ Scanning for key information e.g. looking for words associated with 'childhood'. ▪ Skimming for gist. ▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. ▪ Preparing formal presentations individually or in groups. ▪ Using notes to support presentation of information. ▪ Responding to questions generated by a presentation.
Key Learning Writing	▪ Identify the subject and object of a sentence. ▪ Explore and investigate active and passive e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*. ▪ Use active and passive voice to achieve intended effects. ▪ Drawing on similar writing models. ▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs. ▪ Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Evaluate and improve performances of compositions focusing on intonation and volume and audience engagement.	▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in recount e.g. *in the meantime, meanwhile, in due course, until then.* ▪ Plan their writing by drawing on similar writing models, reading and research. ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. ▪ Proofreading for grammatical, spelling and punctuation errors. ▪ Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement.

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English		
Key Learning (contd.)		
Suggested Texts	▪ Robinson Crusoe by Daniel Defoe. ▪ Bear Grylls Mission Survival: Gold of the Gods. ▪ Running Wild by Michael Morpurgo. ▪ Amazon Adventure by Willard Price. ▪ My Side of the Mountain by Jean Craighead George.	▪ Range of simple biographies including print and film versions. ▪ Use the Biography.com website to investigate famous people such as: – Neil Armstrong (**here**). – Steve Irwin (**here**). – Michelle Obama (**here**).

Year 6 Autumn 1: Survival!

English

Novel as a Theme - Creative Learning Opportunities and Outcomes

Creating interest

- Show the children a backpack/rucksack (or picture); contents could include a tent, first aid kit, water purification tablets, water carrier, emergency rations, torch, matches, compass, hat etc. Who might own the backpack? Where might they be going? Children discuss the items and select just three to take on a journey into the wilderness. Justify their selection.

Learning outcomes

- Children will be able to participate in discussions, building on their own and others' ideas and challenging views courteously.
- Children will be able to justify their choices.

Reading

Grammar: Warm ups throughout the reading phase – focus on identifying the subject and object within a sentence.

Reading and responding

- Read and explore the selected text using Book Talk and a range of active reading strategies to develop comprehension.
- Begin a reading journal, modelling how to record ongoing responses to the text as well as other reading based activities. These might include KWL grids, mind mapping, *Point, Evidence, Explanation* (PEE prompt), writing in role, adding themselves as a character into the story, writing summaries and making predictions.
- Read further sections/chapters (use additional time outside of English sessions) and provide a range of drama strategies to deepen understanding e.g. hot seating, freeze framing, thought tracking, conscience alley and role play.
- Participate in discussion and debates related to an issue from reading, e.g. the capture of animals for zoos and circuses linked to *Amazon Adventure* by Willard Price.

Learning outcomes

- Children will be able to infer characters' feelings, thoughts and motives from their actions.
- Children will be able to justify inferences with evidence e.g. Point:Evidence:Explanation.
- Children will be able to predict what might happen from information stated and implied.
- Children will be able to participate in debates, challenging peers with questions, justifying opinions, responding to different viewpoints.

Reading and analysing

- Compare writing from different times, e.g. Bear Grylls and Daniel Defoe. Identify similarities and differences.
- Explore themes within the text, e.g. use literacy ITP storymodeller from the Teachfind website (**here**).
- Map 'hope' at key events within the story.
- Analyse the author's use of language, describing the effect upon the reader.
- Read and view other survival adventure stories. Compare characters, settings and plot. Discuss the theme of survival across the texts.
- Create a class checklist of features for use during the writing phase.

Learning outcomes

- Children will be able to explain the effect on the reader of the authors' choice of language.
- Children will be able to compare texts written in different periods.
- Children will be able to express preferences about books including modern fiction and fiction from our literary heritage.
- Children will be able to comment on themes within and across texts.
- Children will know and understand features of survival adventure stories.

Year 6 Autumn 1: Survival!

English

Novel as a Theme - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on exploring and investigating active and passive.

- Model creating a simplified plot structure based on the text e.g. *Running Wild* by Michael Morpurgo.

Original Story	Generic Events	Plot new story:
While on holiday in Indonesia Will rides Oona the elephant.	Main character in unfamiliar setting.	
A tsunami hit the beach Oona charged into jungle with Will.	Disaster strikes – main character finds themselves stranded and alone.	
Will learned to survive in the jungle with Oona.	Main character learns to survive in the setting.	
A series of challenges – tiger, hunters, bear.	A series of challenges.	
Met Dr Geraldine at the orang-utan orphanage.	Main character is rescued.	
Reunited with Grandparents.	Reunited with family.	

- Innovate on the plot pattern.

Learning outcomes

- Children will be able to develop ideas for a new narrative and organise them into a plot pattern structure.

Writing

- Use the new plot pattern plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – use of active and passive, introducing and developing characters through blending action, dialogue and description within sentences and paragraphs, drawing on models from writing.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a survival adventure narrative which:
  - Includes passive voice to create suspense.
  - Includes a blend of action, dialogue and description within sentences and paragraphs.
  - Draws on writing models, e.g. detailed settings created through precise use of nouns, carefully chosen adjectives, fronted adverbials.

Outcome

- A debate related to an issue from the chosen text.
- A survival/adventure story based on a plot inspired by a novel.

Presentation

- Publish narrative using ICT and place in school or class library or on school website.
- Share the completed narrative with peers to enjoy.

Year 6 Autumn 1: Survival!

English

Recount: Biography - Creative Learning Opportunities and Outcomes

Creating interest

- Show a short film version of a biography, such as the one of JK Rowling on the Biography.com website (**here**).
- Watch and enjoy. Show the film again asking children to note down key dates with associated events. Create a timeline of the events and use to structure a short oral biography. Include some simple devices to link events and build cohesion, e.g. *in the meantime, meanwhile, in due course, until then*.

Learning outcomes

- Children will be able to pick out key events and organise chronologically.

Reading

Grammar: Warm ups throughout the reading phase – focus on devices to build cohesion between paragraphs in recount e.g. *in the meantime, meanwhile, in due course, until then.*

Reading and responding

- Read and view a selection of biographies in different forms, e.g. print, film and reading on screen.
- Model re-reading and reading ahead to locate clues to support understanding.

Reading and analysing

- Analyse the conventions of biographical writing including techniques to engage the reader, appropriate tone and style, rhetorical questions, direct address to the reader.
- Box-up a biography to create a planning and writing frame.
- Discuss the purpose of paragraphs and identify key information in each paragraph.
- Identify and evaluate how specific information is organised within a biography e.g. sections with sub-headings, events in time order.
- Create a checklist of features for use in the writing phase.

Learning outcomes

- Children will be able to discuss and sequence events.
- Children will be able to orally recount a series of events using devices to build cohesion e.g. *in the meantime, meanwhile, in due course, until then.*

- Children will be able to identify the conventions of biographical writing.
- Children will be able to comment on and describe the organisation of biographical writing.

Year 6 Autumn 1: Survival!

English

Recount: Biography - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on manipulating sentences to create particular effects.

- Select a scientist related to study of the natural world, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).
- Generate questions to help focus research.
- Explore information about the selected person, reading information in print, on screen and by using film clips. Discuss and record information.
- Model skimming for gist using a range of texts and scanning for key information e.g. looking for words associated with 'childhood'.
- Model using a combination of skimming, scanning and close reading across a text to locate specific detail.
- Model the process of note making.
- Children conduct research into a different scientist, following the model.
- Children are provided with frequent opportunities to share their findings with peers.

Learning outcomes

- Children will be able to use a range of sources to conduct research.
- Children will be able to use a range of reading techniques to locate and retrieve information.
- Children will be able to make notes.
- Children will be able to understand what they have read and share their findings with others.

Writing

- Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – devices to build cohesion, making conscious choices about techniques to engage the reader and proofreading for grammatical, spelling and punctuation errors.
- Children follow the modelling each day from the whole class focus.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a biography which includes:
  - Devices to build cohesion between sentences and paragraphs.
  - Appropriate organisational and layout features.
  - Appropriate vocabulary and grammar choices.

Outcome

- Carry out research and write a biography, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).

Presentation

- Prepare and present compositions in small groups, using notes to support presentation of information. Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement. Support children in responding to questions generated by the presentation.