

The Big Question: How do living things adapt to survive in their habitat?				Main Subject Focus Science	Year Group: 6	Term: Spring 2
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres	
<p><u>Animal adaptation</u></p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>I can 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>Understand how human and physical processes interact and change environments and the climate</p>	<p>I am able to identify the most appropriate website and book depending on the part of History I am learning about.</p> <p>I am able to confidently formulate questions to further my learning and understanding.</p> <p>I can articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>		<p>2.15 Beliefs in action in the world/ Global issues</p> <p>Consider varied answers about justice, fairness, human rights and environment.</p> <p>explain the impact of beliefs on how people respond to charity</p> <p>connect two viewpoints about justice and charity:</p> <p>explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creature</p> <p>consider and explain similarities and differences between the work of different charities.</p> <p>apply their ideas about justice and fairness to the work of various</p>		

development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the Children

Explain thoughtfully their own ideas about the work of some global development charities

Novel/Books: Holes

Experience: Animals

RSHE: Area of Study	Art: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	MfL: Area of Study
<p>I know how puberty relates to growing from childhood to adulthood.</p> <p>I know about the reproductive organs and process – how babies are conceived and born and how they need to be cared for.</p> <p>I understand that there are ways to prevent a baby being made.</p> <p>I know people have different kinds of relationships in their lives, including romantic or intimate relationships.</p> <p>I understand people who are attracted to and love each other can be any gender, ethnicity, faith; the way couples care for one another.</p> <p>I understand that adults can choose to be part of a committed relationship or not. Including marriage and civil partnership.</p>	<p>I can successfully use shading using a range of drawing pencils, coloured pencils, oil pastels and chalk pastel Marine Iguanas.</p>	<p>Fitness I can demonstrate stamina</p> <p>Net and Wall I can play to agreed rules.</p> <p>I can explain rules to others.</p> <p>I can umpire.</p> <p>I can make a team and communicate a plan.</p> <p>I can lead others in a game</p>		<p>I can name the instruments within their families when listening to Benjamin Britten’s Young Person’s Guide to the Orchestra.</p>	<p>Holidays & travel</p> <p>I can use future tense</p> <p>I can use past tense</p> <p>I name and describe actions.</p> <p>I substitute words and phrases.</p>

<p>I understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p>					
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