

TOPIC FOCUS/TITLE: Fight for Survival

SCIENCE:

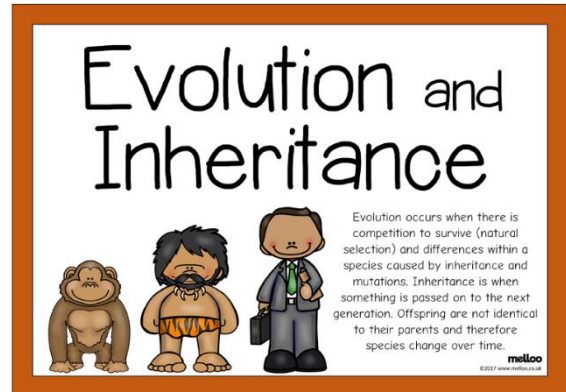
- I recognise that living things have changed over time and fossils provide information from millions of years ago.
- I recognise that living things produce smaller offspring but normally not identical to parents.
- I identify that animals and plants are adapted to suit their environment.

Introduce idea of cross breeding (Labrador and Poodle).

Explore how giraffe necks grew longer and how fur developed on arctic fox (insulating).

Explore how living things are adapted to survive in extreme conditions (cactus, Penguin, camel). Analyse pros and cons of specific adaptations for example 2 feet vs 4 feet, long beak vs short break, Gills vs lungs, bright vs scented flowers.

Know a little of Charles Darwin's work in this area. NB. Rosalind Franklin (British 1920) revolutionary DNA/ x-ray work.



COMPUTING:

- I can confidently apply learned research skills in order to further my knowledge
- I can make notes from text on the screen to inform my information gathering
- I can present work using graphics and text wrapping
- I can use a range of text formatting tools, including heading and body text
- I can use a search engine using 'keyword searches'

ART & DESIGN:

3D

Use the idea of crossbreeding to create new creatures or focus on adaptations and elongate for example, camel with extra-large (or additional) humps.

- I can create 3D models on a range of scales.
- I can use a range of tools to add texture.
- I can add visual and tactile elements to my work.
- I can combine a range of materials and processes to produce 3D forms.

Experiment with large and small scales using plasticine, clay, wire/ Modroc.

LITERACY:

Darwins Dragons – new release. Fictional text based on Darwin's findings and work

Rudyard Kipling – Just so stories – model and write their own based on the creature they have created

Non chronological writing/Report writing

Look at actual models related to topic and create own report for fantasy creature

le: design a creature with special adaptations for living in an extreme climate – include sketches within report

MUSIC: Listening & Appraising

- I can analyse features within different pieces of music
- I can compare and contrast the work of 2 composers
- I can use a range of musical vocabulary when describing and comparing different pieces/pieces from different genres

Haydn' 'Creation' – select particular sections to listen to and talk about.

The Surprise Symphony (2nd movement) – is great for talking about dynamics – there is a set of activity guides on Classics for Kidz which will be useful

RESOURCES:

Haydnsocietyofgb.co.uk has a simple short video of his life
[Student – guide- Haydn](#) – has 3 very good simple activities to do with the children related to Listening and Appraising his work

TAKE HOME TASK:

Make a 3D model of any creature or plant, which lives in an extreme environment. Accompanying description would be needed.

They may need some preparation for this – they could make stuffed sock puppets etc but idea sharing would help

VISIT:

Virtual museum experiences

Some very good links on Hamilton Trust

THIS IS A LIGHTER TOPIC IN TERMS OF COVERAGE AS Y6 WILL BE PREPARING FOR END OF YEAR TESTS