

## Stephenson Memorial Primary School - Project Medium Term Planning

Term : Autumn (Precision - Science)		Project Question: Why aren't all mammals the same?		Year group: 6	
<b>Summary of the project:</b> To investigate characteristics of mammals, how they differ and how they have evolved over time. Children will focus on one specific animal throughout the project and observe this animal over time - to create a scrapbook of their work to present to other year groups. Children's final books to be displayed at Wallsend library,					
What do we want children to know by the end of this project?					
<b>Science</b>  <u>Evolution and Inheritance.</u>  Children will learn that living things change over time and that they need to adapt to their environment to survive. They will learn that all living things have evolved and that the environment is a crucial factor in how they change.  <u>Living Things and their habitats</u>  Children will learn that all living things can be classified depending on their characteristics and be able to explain, giving reasons, why they have been classified.			<b>Art</b>  To use sketching techniques and observational skills to produce intricately detailed sketches of a chosen animal. In the style of Richard Symonds.		<b>DT</b>  To develop a design through detailed, labeled drawings using specific design specifications. Children will use pin, sew and stitch techniques to create 3D soft toys.
Famous Scientist - Charles Darwin, Alfred Wallace, Carl Linnaeus			Artist - Richard Symonds		
<b>Music</b>  We will listen and appraise a range of music based around the theme of being happy. We will listen to Happy, by Pharrell Williams and a range of other songs based around the same theme.	<b>Computing</b>  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>French</b>  By the end of the term, children will be able to say a simple greeting and be able to talk about the school they go to and what their favourite subject is.	<b>RE</b>  We will learn about religious diversity in out local area, including research into our local muslim community.	<b>PE</b>  Tennis - Churchill Rock climbing - Burnside	

<b>Which words and phrases do we want children to recall and define by the end of this project</b>					
<b>Science</b> Animal, fossil, offspring, characteristics, inheritance, reproduction, variation, adaptation, evolution, natural selection, classification, micro-organisms, vertebrates, invertebrates.	<b>Art</b> Hue, tone, shade, atmosphere, mood, light, dark, delicate, contrast, perspective, representation	<b>Music</b> Tempo, dynamic, phrasing, pitching, verse, chorus	<b>D&amp;T</b> Design, criteria, develop, communicate, diagram, pattern, textiles, cutting, shaping, cross stitch, running stitch, back stitch	<b>Computing</b> Social media, responsible, acceptable, content, consent, restriction, privacy, communication, website, security	<b>RE</b> Diversity, belief, mosque, culture

In order to ensure **all children can achieve** - what pre teaching/learning will need to occur? What prior knowledge will they need?

<b>Science</b>  Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5			<b>Art</b>  To understand the use of light and dark tones. To know what shading means. To practise sketching techniques. To understand the use of different pencil grades.	<b>DT</b>  To know the stages of design and how to critique and redraft, to improve on their designs.
<b>Music</b> <b>Music</b> Pitch and tone Styles of songs. Know what a verse and chorus are Know different notes	<b>Computing</b> Use of ipad day to day and apps, including pages, numbers and keynote. Use of excel to create spreadsheets Knowing how to stay safe online.	<b>French</b> Basic French phrases Numbers 1 - 10	<b>RE</b>  To understand what ‘culture’ means. To know different types of religion. To understand the term ‘diverse’.	<b>PE</b>  To understand circulation and how to measure heart rates. To follow a circuit To understand the term HIIT and what it involves.

<p>Which <b>visits,visitors and special experiences</b> will we organise to secure children’s knowledge ?</p> <p>Trip to Great North Museum X 2 visits</p> <p>- Evolution workshop</p> <p>- Animals and adaptation workshop</p>	<p>Which <b>books</b> will help the children secure and think more deeply about the knowledge in this project?</p> <p><b>Reading Spine</b></p> <table><tr><th>Autumn 1</th><th>Autumn 2</th></tr><tr><td>Darwin’s Dragons</td><td>The Last Wild</td></tr></table> <p><b>Driving Texts</b></p> <table><tr><th>Fiction</th><th>Non Fiction</th><th>Poetry</th></tr><tr><td>Darwin’s Dragons</td><td>What Mr Darwin Saw</td><td>The Crocodile - Lewis Carroll</td></tr></table>	Autumn 1	Autumn 2	Darwin’s Dragons	The Last Wild	Fiction	Non Fiction	Poetry	Darwin’s Dragons	What Mr Darwin Saw	The Crocodile - Lewis Carroll
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<p>How will we exhibit our learning? How will we present our learning from each subject?</p>											
<p>Children to create their own scrapbook of beautiful work as a timeline of their project. The scrapbooks to be displayed at a local library and then on display in school for other year groups.</p>											