

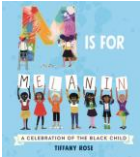
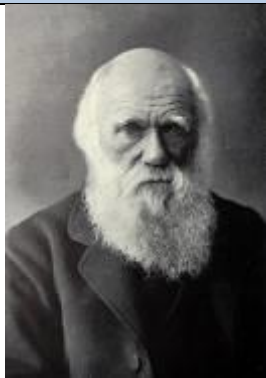


## Unit Plan: How does change affect us all? (7 weeks)

### Rationale

- Pupils start the unit learning about their own and other's heritage. This is to develop their understanding of community and British values and builds on last year's learning. Pupils are expected to present their heritage to the class to develop their oracy skills and confidence.
- Pupils then begin to look at different areas of the unit such as looking evolution, natural selection and inheritance.
- Within in this unit, children look at how characteristics change and evolve due to environment or genes through adaptation.
- Also, within the unit pupils create heart art whilst they learn about the human circulatory system.

Core Texts	Key Figures		Enrichment	
 <p>Darwin's Dragons</p>  <p>And tango makes three</p>  <p>M is for Melanin</p>		<p>Charles Darwin</p>		<ul style="list-style-type: none"> <li>• Zoo lab</li> <li>• Warning Zone</li> </ul>
		<b>Written outcomes</b>		
				<ul style="list-style-type: none"> <li>• Double page spread circulatory system</li> <li>• Double page spread microorganisms</li> <li>• Biography of Charles Darwin</li> </ul>
Science unit	RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> <li>• Evolution and Inheritance</li> </ul>	<ul style="list-style-type: none"> <li>• How does change affect us all?</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage presentation</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE</li> <li>• History</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• RE</li> </ul>

## Unit Sequence of Lessons: How does change affect us all? (7 weeks)

Subject	Learning challenge	Outcome	Adaptive teaching	Flash backs
1. Welcome	Can I understand what Year 6 will be like?	Rules, expectations, general layout		
2. PSHE	Can I prepare my presentation?	Speed dating Sentence stems Question stems Give a writing frame		
3. PSHE	Can I understand what heritage is?	Explore a range of different physical resources, food etc... Sort these into the different cultures you think they are from. Information packs. Food Artefacts Make a flag flap book of one of the cultures to go in the floor map	Give children a simplified fact sheet from their heritage Add a fact that is personal to them Flag outline for them to colour	
4. PSHE	Can I understand my own heritage?	M for Melanin- discussion around this and floor book work looking at identity and how you would feel if this was taken away.  Links to racism- why should we celebrate black community and culture.  World map showing where the children come from with their faces connected.  Alphabet of their culture Then create a class book that celebrates their culture.	Outline of letters Ready made sentences to pick from	What is the civil rights movement & important people? e.g. M.L.King
5. Art	Can I create my own self portrait?	Photos and annotate the photo with colours and shapes - what they notice about Break down the way in which you should create a pencil sketch. Understand the way to draw human features and bring them together into a portrait.	Face template with guidelines	Primary, secondary & tertiary colours

		<p>What do you like about yourself now you have done your portrait? Give yourself a compliment.</p> <p>Would you change the way you look if you could?</p> <p>Where do you think you get your features from?</p> <p>Compare yourself to your siblings.</p>		
6. PSHE	Can I understand that there are different families with the same love?	<p>Tango makes three.</p> <p>Explore a range of different family layouts and makeups.</p> <p>Floor book- draw and label a different family make up.</p>	Figure outlines and they can choose the genders & numbers of each	What makes a positive & negative relationship
7. PSHE	Can I show my own family make up with a family tree?	<p>Discuss and explore all of the different families.</p> <p>Children create their own family tree.</p> <p>Stick pictures on or draw etc...</p> <p>How has your family shaped you? What influences have they had on you? Have you ever been labelled by the behaviour of your siblings?</p> <p>Aspirations- has your family made you want to do something with your life? What would you want to do in your life? Pressures from our family and how these shape us.</p>	<p>HA - interesting facts about their ancestors</p> <p>LA - Differentiated family tree templates</p>	Explore how the families have changed over a period of time with pictures
8. PSHE	<p>Can I recognise and challenge stereotypes?</p> <p>Can I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability?</p>	<p>Discussion</p> <p>Understanding what a stereotype is- what makes a boy? What makes a girl?</p> <p>Discuss words- like terrorist what does this look like? Gay what does this look like? Charity worker, scientist, athlete, dancer, doctor, footballer, business person, criminal, CEO,</p>	n/a	n/a

		<p>Match the different words to the pictures.</p> <p>Discussing the '10' different people and who you want to visit our school and why. Reveal that they are actually 5 and discuss the impact of this.</p> <p>Give different examples as well to support these pairings eg Zayn Malik- a Muslim pop star.</p>		
9. Science	<p>Can I describe the ways in which nutrients and water are transported within animals, including humans?</p> <p>Can I identify and name the main parts of the human circulatory system?</p> <p>Can I describe the functions of the heart, blood vessels and blood?</p>	<p>Heart explanation</p> <p>Making blood</p> <p>Double page spread on the circulatory system</p>		<p>Digestive system</p> <p>Skeletal system</p>
10. Art	<p>Can I draw the heart?</p> <p>Can I develop my drawing?</p> <p>Can I refine my artwork?</p>	<p>Sketch Book</p> <p>Anatomical drawing with the nice arty stuff coming out- flowers etc...</p>		<p>Tints, tones and shades.</p>
11. RSE	<p>Can I describe how and why the body changes during puberty in preparation for reproduction?</p> <p>Can I talk about puberty and reproduction with confidence?</p> <p>Can I describe decisions that have to be made before having a baby?</p> <p>Do I know some basic facts about pregnancy and conception?</p>	<p>Developing Dignity</p> <p>X 4 sessions</p> <p>Also own lessons on reproduction and stages of pregnancy.</p>	<p>N/a</p>	<p>n/a</p>
12. Science	<p>Can I recognise that living things produce offspring of the same kind, but normally</p>	<p>Analysing their own features from their parents</p> <p>Mr Men and Little Miss</p>	<p>Mr and Mrs pictures printed with a list of characteristics. Pick and choose from the list and create offspring</p>	<p>Reproduction in plants.</p>

	offspring vary and are not identical to their parent?			
13. Science	Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?	Toilet roll to show - visual of millions of years on the playground by rolling out toilet roll to show how far away fossils would. Whales evolution	Supported in group	Rocks - fossils
14. D and T	Can I design a fabric fossil? Can I design a stencil and cut it out in a chosen fabric? Can I stitch a stuff a pillow?	Natural History Museum needs fossil plush toys to sell in the gift shop. Show whole process in sketch book including finished product.	Support with stencil and basic stitch.	
15. Science	Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? DARWIN'S FINCHES	Take photos for them to explain Lots of examples of adaptations  Physical activities with the different beaks. Finches		Food chains - pictures put into order.
16. Science	Can I study a significant scientist? (Charles Darwin)	The scientific process. The journey of Charles Darwin- what he went through and the backlash from this. How he was working scientifically when on board the HMS Beagle. How it links to the work of scientists now.	Scaffold and create a group one.	Can they name these scientist? Thomas Edison, Mary Anning and Year 5 one?
17. Science	Can I make comparisons? Can I classify animals into groups? ZOO LAB	Venn diagram comparisons Grouping with the sweets and humans.		Mammals, amphibians ect - match to group.
18. Science	Can I use keys and diagrams to classify animals? Can I give reasons for classifying different animals based on specific characteristics? Carl Linnaeus	Keys completed in book Lots of examples Physical examples		Sound
19. Science	Can I investigate micro-organisms? Looking at viruses.	Double page spread	Group outcome	Solid, liquid, gas
20. Science	Can I investigate micro-organisms? Experiment.	Experiment - The Bread Test	Group write up of experiment.	Water cycle