Evolution- Year 6

Term 1

Milestone 3

Skills and progression

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| **Geography** | |
| **Learning Objective** | **Milestone** |
| To investigate places  To investigate patterns  To communicate geographically | • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  • Understand some of the reasons for geographical similarities and differences between countries.  • Describe how locations around the world are changing and explain some of the reasons for change.  • Describe geographical diversity across the world.  • Describe and understand key aspects of:  • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. |
| **Art** | |
| To develop ideas  To master techniques | • Develop and imaginatively extend ideas from starting points throughout the curriculum.  • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.  • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities.  • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities.  • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). |
| **RE** | |
| To understand beliefs and teachings | • Explain how some teachings and beliefs are shared between religions.  • Explain how religious beliefs shape the lives of individuals and communities. |
| **History** | |
| To understand chronology  To build an overview of world history | • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| **Science** | |
| To understand 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.  *• Identify how plants and animals, including humans, resemble their parents in many features.*  *• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.*  *• Identify how animals and plants are suited to and adapt to their environment in different ways.* |
| **English** | |
| To write with purpose  To use imaginative description  To organise writing appropriately  To use paragraphs  To use sentences appropriately | • Note, develop and research ideas.  • Plan, draft, write, edit and improve.  • Use the techniques that authors use to create characters, settings and plots.  • Create vivid images by using alliteration, similes, metaphors and personification.  • Guide the reader by using a range of organisational devices, including a range of connectives.  • Choose effective grammar and punctuation.  • Ensure correct use of tenses throughout a piece of writing.  • Write paragraphs that give the reader a sense of clarity.  • Write paragraphs that make sense if read alone.  • Write cohesively at length.  • Write sentences that include:        • relative clauses        • modal verbs        • relative pronouns        • brackets        • parenthesis        • a mixture of active and passive voice        • a clear subject and object        • hyphens, colons and semi colons        • bullet points. |
| **Reading** | |
| To understand texts | • Check that the book makes sense, discussing understanding and exploring the meaning of words in context.  • Ask questions to improve understanding.  • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  • Predict what might happen from details stated and implied.  • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  • Identify how language, structure and presentation contribute to meaning. |
| **Maths** | |
| To know and use numbers  To add and subtract  To multiply and divide | • Read numbers up to 10 000 000.  • Use negative numbers in context and calculate intervals across zero.  • Order and compare numbers up to 10 000 000.  • Write numbers up to 10 000 000  • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.  • Round any whole number to a required degree of accuracy.  • Determine the value of each digit in any number.  • Solve number and practical problems.  • Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.  • Add and subtract whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction)  • Add and subtract numbers mentally with increasingly large numbers.  • Add and subtract negative integers.  • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.  • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.  • Use knowledge of the order of operations to carry out calculations involving the four operations.  • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.  • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.  • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.  • Perform mental calculations, including with mixed operations and large numbers.  • Identify common factors, common multiples and prime numbers.  • Establish whether a number up to 100 is prime and recall prime numbers up to 19.  • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.  • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).  • Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. |