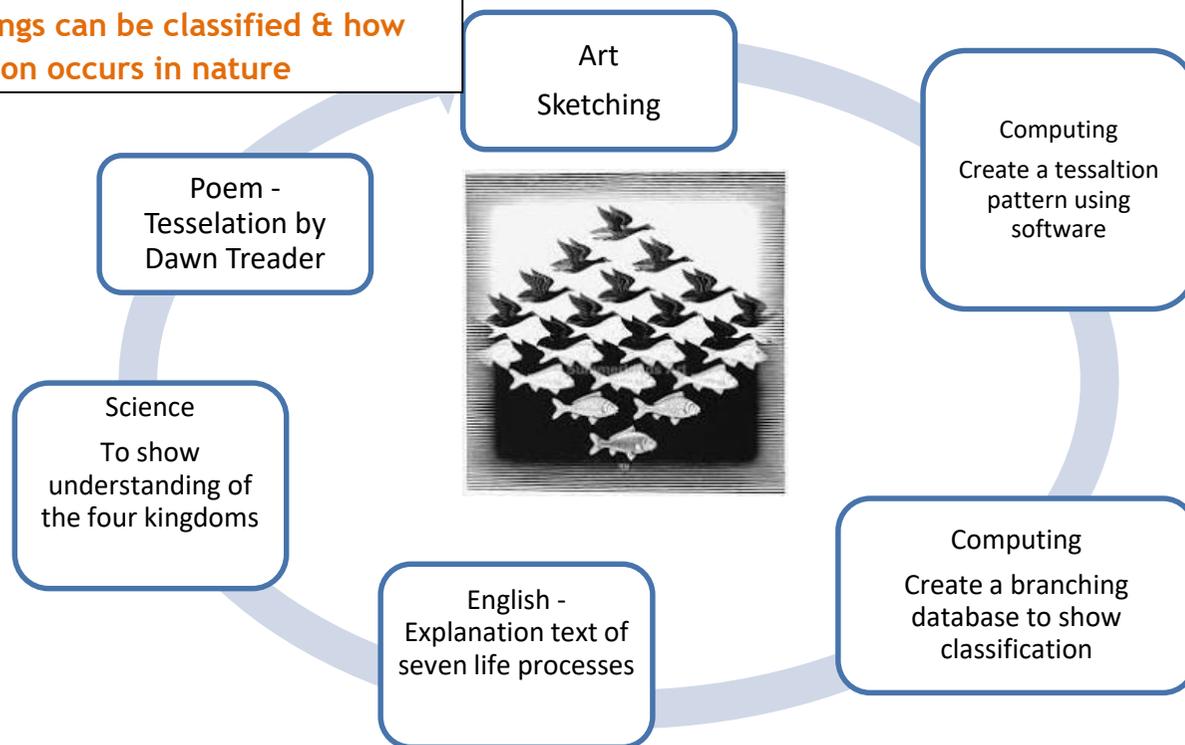


## Summer 1 Curriculum Unit -Year 6

At the end of this unit children will have developed understanding of how living things can be classified & how tessellation occurs in nature



### Key Learning:-

- ❖ Pupils should develop an awareness of how and why living things need to be classified
- ❖ Pupils will find the link between art and nature by examining tessellation
- ❖ Pupils will develop observational skills by closely observing plants and animals characteristics

**As Artists**, we will study the work of MC Escher relating to black and white tessellating shape patterns of nature. We will then create our own based on his work.

**As Historians** we will look at the history of the North East in relation to fashion, technology and energy. We will think about how things have changed over time.

**As Geographers** we will locate where certain plants and animals are found to have their classifications

**In Computing**, we will apply computing skills to create a piece of art and a database to show understanding of classification.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality: soar in faith	Spirituality: soar in talents	Wisdom	Serve others courageously
<ul style="list-style-type: none"> <li>• Attention to detail when observing for classification keys</li> <li>• Determination to dig deeper with reflection questions</li> </ul>	Oral discussion between pairs/groups to decide on classification of difficult to sort items.	Be curious about the classification of new finds. How can observations lead to being excited about scientific discoveries?	What if children were able to develop deeper understanding of God through His creations?	How can we use our talents in art to bring happiness to others?  What type of talents are needed in the areas of greatest need?	'Endless forms most beautiful and most wonderful' Darwin. What could this mean?	Although there are seven life processes, which one would allow us to serve others with the greatest need?

1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
<p>Children will be made aware of the new focus for learning in previous term</p> <p>Letters to parents prev term</p>	<p>Why is it important to learn about living things in science?</p>	<p>Teacher to provide necessary knowledge to develop skills and understanding</p>	<p>Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, history geography, RE and PE.</p>	<p>Children will present their learning in different ways to peers. Question and answer session</p>	<p>Display</p>
<p><b>Links to British Values</b> Investigating the way change occurs whilst still be linked to previous understanding – showing respect to the past</p>			<p><b>Other Resources</b> <b>You tube videos, music, artist prints, models</b></p>		
<p><b>Parent and Wider Community Involvement</b> Research ideas</p>			<p><b>Use their talents and deeper understanding to benefit others</b> See individual Subject policies for ideas and examples</p>		