



## Origin of Species

Year 5 SPRING 1 Cycle A

### What will our evolution look like?

Values [RESPECT](#) | [EMPATHY](#) | [TRUST](#) | [GRATITUDE](#)

**Overview** In this topic children will explore all about the scientific view of evolution and what life before man was like. The evolution of society will be analysed and the impact of this will be discussed, debated and dissected. Children will also explore the significance of the geographical isolation of the Galapagos Islands and how this resulted in unique and strange adaptations and evolutions. Our RE learning will highlight and explore the tension, or if indeed there is any, between the theory of evolution and creationism. We will also use this topic to make explicit links to support our inclusive ethos and how certain genetic mutations and inherited traits help create the rich tapestry that we call our society.

**Engagement** Children may visit the colleges of the university that house some of his papers, works and eminent research. Department of Zoology could host a visit and researchers could come and share their expertise and knowledge of this fascinating subject. Natural History Museum in London have many exhibits that will allow the children to think deeply about how species have evolved and changed over millennia.

**Celebration** Children will conduct their own scientific research paper and host a poster event similar to what academics do at university.

### Curriculum Spotlight

#### Focus Texts:

#### [Place & Time](#)

Geography ⬆: not specified

History: not specified

#### [Citizenship & Ethics](#)

PSHE ⬆: Jigsaw

#### [Arts & Creativities](#)

Art ★: Drawing

Music ★: Musicianship

D&T: not specified

#### [Physical & Emotional Health](#)

PE ★: Gymnastics and Games

#### [Faith & Belief](#)

RE ▲: not specified

#### [Language, Literacy and Oracy](#)

Writing ★: Poetry, Instructions, Information texts

#### [Science & Technology](#)

Science ⬆: SY6.3a, 3b, 3c

Computing: not specified

#### Habits of Mind

Thinking flexibly about creating theory, developing reciprocal skills of listening, cooperative learning, feelings of others, producing beautiful learning.

#### Oracy & Dialogue

Oracy Skills: acting (expression), stable groupings, debating, philosophy (cognitive oracy strand), speeches (physical, linguistic, cognitive), singing.

#### Playful Enquiry

Functional (construction), symbolic (invasion creations), pretence (role-play), games with rules.

#### Visitors

Researchers from university departments, academics and teaching a poster session

#### [Educational Visits / Enrichment Day](#)

Department of Zoology, Natural History Museum, Colleges visits

#### [Home Learning Project](#)

#### [Learning Street](#)

Galapagos Islands role play, Darwin's lab, debate station

Subject		Learning Journey					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Arts & Creativities	Art	★	★	★	★	★	★
	Music	★	★	★	★	★	★
Language, Literacy & Oracy	Key Texts			Variety of non-fiction texts			
	Oracy		Performance	Paired Task: Blind Instructions		Presentation	
	Writing	Curriculum Enrichment	Free verse poetry	Instructions		Information	
	Spelling	Use of the hyphen co-ordinate, re-enter, co-operate, co-own	Year 5 Common exception words	Words with the /i:/ sound spelt ei after c	Year 5 Common exception words	Revisit and review 3 and 4	Revisit and review 3 and 4
	Grammar	Expanded noun phrases	Verb prefixes dis-, de-, mis-, over- and re	Subordination Relative pro nouns	Parenthesis	Parenthesis	Commas to avoid ambiguity
Mathematics	Maths	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Measurement
Science & Technology	Science		recognise that light appears to travel in straight lines	use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	
	Computing						
Place & Time	Geography						
	History						
Physical & Emotional Health	PE	Gym - symmetrical and asymmetrical  Games - net/court/wall games	Gym - balances  Games - develop accurate throwing	Gym - travelling  Games - mobility and tactical awareness	Gym - jumping  Games - aiming into spaces to make it difficult for an opponent	Gym - levels  Games - quick and slow throwing	Gym - moving smoothly  Games - tactics
Citizenship & Ethics	PSHE	Dreams and Goals	Dreams and ambitions	A new challenge	Our new challenge	Overcoming obstacles	Celebrating my learning
	Philosophy for Children	★	★	★	★	★	★
Faith & Belief	RE	Could Jesus really heal people?	Feeling Unwell	Blind Man Story	Miracles	Do stories have to be true to be meaningful?	What do Christians think vs. What do you think?