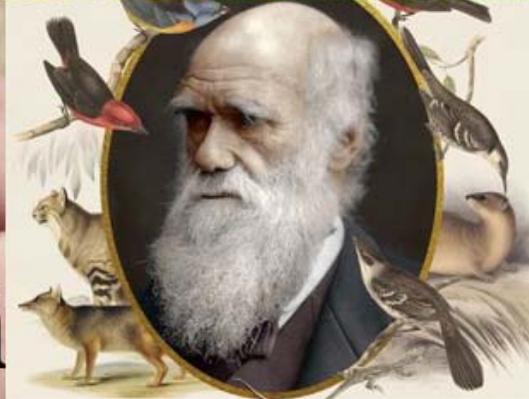
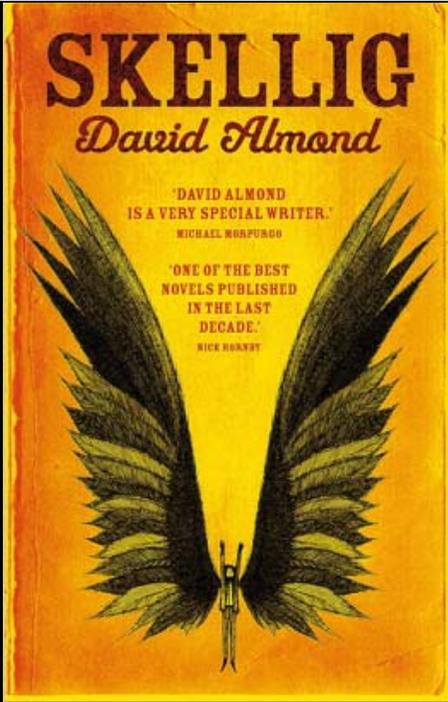


# EvOwLution

## Areas of Learning



### As scientists, we will be asking:

- How do we classify living things?
- How are different species of living things classified and how are they similar and different?
- What characteristics do offspring inherit from their parents, and how can siblings differ?
- What is the theory of evolution and who is Charles Darwin?
- How are birds' beaks/feet adapted?
- How do fossils provide information about how living things have changed over time?
- 'What is natural selection? (Worm investigation)
- How have British plants evolved to capture as much light as possible?
- How have rainforest plants evolved to survive this extreme climate zone?

At Marshfield, learning will be driven by:

**British Values**

**Ambition**

**Knowledge of the World**

**Creative Arts**

As ambitious learners, we will:

- understand our objectives;
- act upon feedback;
- ask probing questions;
- learn as a team;
- commit to doing our best;
- enjoy our learning!

To develop our understanding and appreciation of the world, we will:

- learn about how Darwin sailed the world to investigate evolution;
- compare how plants in the UK and tropical ecosystems have evolved to survive.

To develop our art skills, we will:

- create giant-sized, mixed-media owl collages;
- use pastels to create artwork inspired by The Owl and the Pussy Cat;
- respond to Picasso's owl
- make mod-roc owl sculptures

We will be demonstrating British Values with the following special events:

- Book at Bedtime – caring for younger children;
- Marshfield Mudlark – sporting achievement;
- Harvest Festival.

**Core Learning Skills**

**Successful Learner Skills**

**Essential Learning Objectives**

**English**

- Feel safe and feel that 'I can'
- Have fun and enjoy my learning

**Geography**

**History**

**RE**

<p><b>Narrative poetry:</b> <i>The Owl and the Pussycat</i> by Edward Lear</p> <ul style="list-style-type: none"> <li>- Noun and prepositional phrases</li> <li>- Relative clause and multi-clause sentences</li> </ul> <p><b>Non-chronological reports</b></p> <ul style="list-style-type: none"> <li>- Correct use of commas</li> <li>- Cohesion across and within paragraphs</li> </ul> <p><b>'Rags to riches' narrative:</b> <i>Skellig</i> by David Almond</p> <ul style="list-style-type: none"> <li>- Figurative language</li> <li>- Foreshadowing</li> <li>- Reported speech</li> <li>- Story writing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn with other learners</li> <li>• Be involved in reviewing and improving my learning</li> <li>• Have time</li> <li>• Know why I am learning</li> <li>• Ask questions and know what I could learn next</li> <li>• Know and understand what I am learning</li> <li>• Understand how I learn</li> <li>• Know how to improve</li> <li>• Know when and how I have been successful</li> <li>• Have new/varied experiences</li> </ul>	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<p>To investigate and interpret the past.</p> <p>To build an overview of world history.</p> <p>To understand chronology.</p> <p>To communicate historically.</p>	<p>To understand beliefs and teachings.</p> <p>To understand practices and lifestyles.</p> <p>To understand how beliefs are conveyed.</p> <p>To reflect.</p> <p>To understand values.</p>			
<b>Mathematics</b>		<b>Science</b>					
<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Rounding</li> <li>• Negative numbers</li> <li>• Roman numerals</li> <li>• Addition</li> <li>• Subtraction</li> </ul>	<b>PE, PSHE, RE, Spanish</b>	<p><b>Working Scientifically</b></p> <p>To work scientifically.</p> <p>To investigate, observe and record in a logical way.</p> <p>Engage safely in practical investigations or experiments.</p>	<p><b>Biology</b></p> <p>To understand plants.</p> <p>To understand animals and humans.</p> <p>To investigate living things.</p> <p>To understand evolution and inheritance.</p>	<p><b>Chemistry</b></p> <p>To investigate materials.</p>	<p><b>Physics</b></p> <p>To understand movement, forces and magnets.</p> <p>To understand the Earth's movement in space.</p> <p>To investigate light and seeing.</p> <p>To investigate sound and hearing.</p> <p>To understand electrical circuits.</p>		
<b>Computing</b>		<p><b>PE with Mr. Hull:</b> football</p> <p><b>PE with Mr. Looker-Jones:</b> aerobics</p> <p><b>PSHE:</b> Me in my world</p> <p><b>RE:</b> 'Creation and Science: conflicting or complementary?'</p> <p><b>Spanish:</b> Speekee scheme</p>	<b>Art</b>	<b>Computing</b>	<b>DT</b>	<b>Music</b>	
<p>Weekly Computing lessons with Miss Beazer.</p>	<b>Christian value</b>	<p>To develop ideas.</p> <p>To master techniques.</p> <p>To take inspiration from the greats.</p>	<p>To code.</p> <p>To connect.</p> <p>To communicate.</p> <p>To collect.</p>	<p>To master practical skills.</p> <p>To design, make, evaluate, improve.</p> <p>To take inspiration from design throughout history.</p>	<p>To perform.</p> <p>To compose.</p> <p>To transcribe.</p> <p>To describe music.</p>		
<p><b>Respect:</b> Matthew 7:12 – 'So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.'</p>							