

Title: Birds of prey	Project overview The aim of the project is to develop an awareness of living things and how they have adapted to suit their habitats.	Hook Millets Farm Falconry centre visit	Text(s) Why does the seagull always cry? (fable) Montague Harrier (non-chronological report); cheetahs Mortal engines (Whole class guided text)	Maths overview Data handling (Classification) Place value Four operations (addition, subtraction, multiplication and division)
Year group 6 term 1				
Driving question What is a raptor?	Key Vocabulary evolution, adapted, characteristic, common, ancestor, diverge, evolutionary, tree, extinction, fossils, generation, habitat, mutations, natural, selection, offspring, palaeontology, population, pentadactyl, limb, variation	We want the children to have a better understanding of animals and their habitats. An exhibition to showcase creative thinking inspired by birds of prey (sketches, photographs, fables and animal reports). Home project Birds of prey games - all to be played with parents at our outcome	Resources Ipad for camera function, sketching pencils, sketchbooks,	Areas of learning subjects Geography, Science, Maths, Art DT, RE
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals -Plastic pollution(year 5) Art exhibition outcome: plants (yr 1)	Science Identifying/Classifying/Grouping Pattern seeking -recognise that living things have changed over time. - recognise that living things produce offspring of the same	-Learning from a live model (bird visit) - Physical research, through art sessions - Exploring outdoor photography through bird watching. - Creative and improving sketches of live birds	Empowering ourselves to feel actively engaged with nature and wildlife as agents of change for our future, impacting on adult decision Wilder world skills: Research, group work and cooperation; leadership; planning; management of time and resources.	Stone age- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

	<p>kind, but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. - describe how living things are classified into broad groups according to common -observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. - give reasons for classifying plants and animals based on specific characteristics <p>Art & Design: Develop drawing through the line, tone, pattern, texture-focus on feathers. -Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. -Draw for a sustained period of time over a number of sessions working on one piece - recording learning journey in sketchbook.</p>	<ul style="list-style-type: none"> - Researching and presenting to peers a project on specific birds - Creating and designing games to test the knowledge of birds 		
--	---	--	--	--

	<p>Artists: Andrew Ellis, Clive Meredith</p> <p>Music History of World Music - blues and world</p> <p>P.E.</p> <ul style="list-style-type: none">- Outdoor and adventurous activities (Orienteering.- Team Building and Problem Solving.- bouldering – Use of low-level climbing walls.- journeying			
--	---	--	--	--