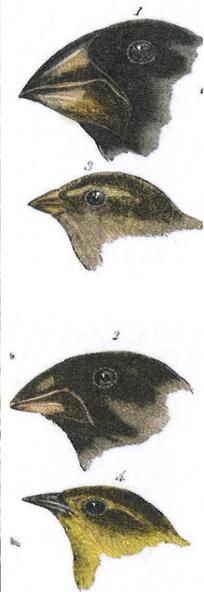




Year 6 Term 3 - Darwin's Delights

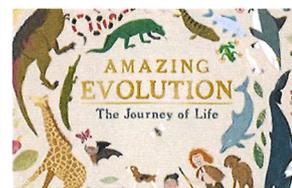
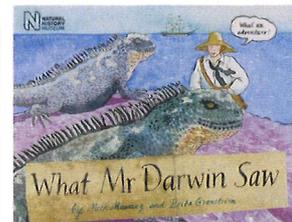
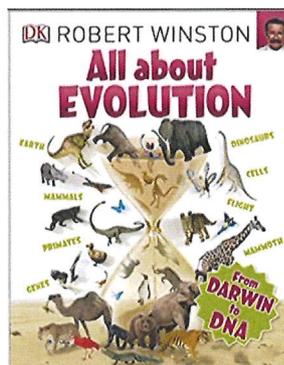
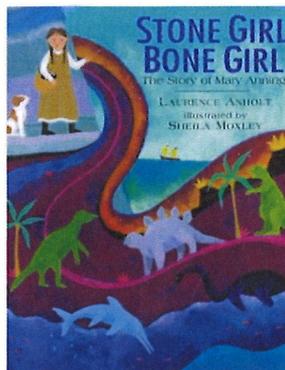
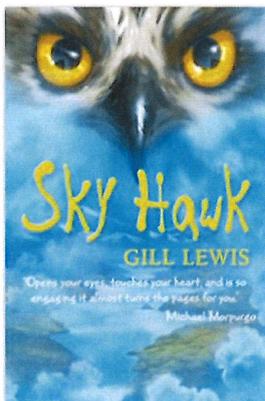


How many moths are there? How can they be the same but different?

Darwin's Delights Overview

We're off on an exciting expedition with Charles Darwin and his shipmates on HMS *Beagle*. Can you trace his route across the vast ocean? Stop at the magical Galápagos Islands to see the amazing species that helped Charles Darwin to develop his theory of evolution by natural selection. Do you know what's so special about a lava lizard, or why the blue-footed booby has blue feet? See how animals adapt to their environments over time and meet some of the world's greatest explorers and naturalists. Imagine how humans will evolve in millions of years. It's a scary thought. Ready to trace the origin of species? Let's set sail...

Some Recommended Reads/Books



What are we learning this term?

<p>English</p>	<p>Reading comprehension activities will feature texts linked to our science-based project 'Darwin's Delights' e.g. Sky Hawk, Mary Anning's Diary, A Week in the Galapagos Islands.</p> <p>Children will be planning and writing their own version of a Beowulf saga from the Anglo-Saxon/Viking times. Key grammatical features will include the use of parentheses, active/passive voice as well as direct and reported speech.</p> <p>This is a short term, hopefully, there will also be time to analyse and explore the features of biographies ready for term 4.</p> 
<p>Maths</p>	<p>We'll begin the term with some work with square/cube numbers and BIDMAS. Fractions will be our main focus this term. We will be revising how to simplify fractions by finding equivalent fractions and how to compare/order fractions by finding common denominators. Fractions will also be added, subtracted, multiplied and divided e.g.</p> $\frac{2}{4} + \frac{2}{5} \qquad \frac{5}{6} - \frac{1}{2} \qquad \frac{2}{5} \times \frac{3}{4} \qquad \frac{2}{5} \div 3$ <p>We then move onto finding fractions of whole numbers e.g. $\frac{3}{5}$ of 45 and begin to link fractions to percentages.</p>
<p>Science</p>	<p>Darwin's Delights</p> <p>Pupils will develop their understanding of evolution and inheritance, recognising that living things have changed/adapted/evolved over time and that fossils provide information about living things that inhabited Earth millions of years ago. We will take a closer look at examples that illustrate how certain plants and animals have adapted to suit their particular environments.</p> <p>We will take a closer look at the lives and work of Science pioneers such as Carl Linnaeus, Mary Anning and Charles Darwin.</p>
<p>Art</p>	<p>Term 4</p>
<p>Religious Education</p>	<p>RE assembly theme: Hope</p> <p>Creation and science: conflicting or complementary?</p> <p>Our studies will include:</p> <ul style="list-style-type: none"> · outlining the importance of Creation on the timeline of the Bible's 'big story' · making clear connections between Genesis 1 and Christian belief about God as Creator · evaluate the accounts of creation in Genesis vs scientific accounts.
<p>PE</p>	<p>Lessons will be on Tuesday mornings and Friday afternoons. This term we'll be participating in hockey and dance.</p>
<p>Computing /DT</p>	<p>Students will be exploring the world of physical computing by designing and coding their own interactive games using BBC micro:bits. These pocket-sized computers allow pupils to bridge the gap between on-screen software and physical hardware through a hands-on, creative approach.</p>

Music	Term 4	
PSHE (including British Values)	<p>Dreams & Goals</p> <p>The aim is for children to be able to:</p> <ul style="list-style-type: none"> · know their learning strengths · set themselves challenging but realistic goals (learning steps) · understand how to motivate themselves · develop their team working skills · give and receive praise/compliments that recognise contributions and achievements. 	British Value: Individual Liberty

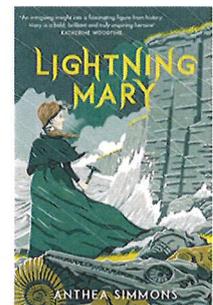
Key vocabulary

Related items

Mary Anning Charles Darwin
Alfred Wallace
HMS Beagle Galapagos Islands

adaptation ancestry characteristic
dinosaur environment evolution
experiment extinct finch fossil
inheritance ichthyosaur naturalist
natural world natural selection offspring
origin palaeontology
plesiosaur skeleton species specimen
trait theory variation

- * Galapagos with David Attenborough BBC/ YouTube
- * Darwin's Garden with Jimmy Doherty BBC/ YouTube
- * Darwin's Dangerous Idea
* with Andrew Marr BBC/ YouTube
- * Mary Anning BBC
Primary History
- * Google KS2 Fractions videos



How you can help your child's learning

There are many ways you can help your child's learning:

- have breakfast: *if you don't have breakfast by 10am, you will have the same reaction time as a 70 year old*
- encourage independence: *'Doing everything for boys disables them for life'*
- being a facilitator is important - make sure your child has a quiet place to work (not with books on their lap in front of a screen [unless carrying out internet research])
- establish a routine/timetable that includes play, exercise and allows time for: reading to an adult, quiet reading, time tables recall (TTRS), spelling activities e.g. those detailed in the spelling book plus informal 'tests' at home to check progress/memory, maths homework tasks and games, punctuation & grammar activities
- www.oxfordowl.co.uk is a great resource that has over 250 books ready to read together
- talking to your child about their work and what they are learning/practising in Y6
- maintain healthy limits on screen time and content; turn screens off at least 1 hr before bed; exercise, sleep, family (meal) times are important.

If anyone is feeling unsure about their work please talk to an adult at school (the sooner the better). Alternatively, there are many on-line resources that have been made in recent years to help children of all ages and levels of understanding - try Google/BBC Bitesize/Alexa/Siri etc.

Information for Term 3 (please see school newsletter for **Dates List**)

Y6 Christmas Gift



**CANCER
RESEARCH
UK**

As is now tradition in Y6, the children voted for two charitable causes that they wanted to support with their Christmas 2025 'gift' from Mr. Jones and Mrs. Agg. Following many very worthy suggestions, Y6 decided that they wanted to support the work of 4-Paws and Cancer Research.

PE

PE kit should be worn to school on relevant PE days (Tuesdays & Fridays). Longer hair must be tied back (bands, clips etc.) and all watches/fit bits and earrings/jewellery removed. If your child is injured and cannot participate in PE, please remember to send a note in explaining why and indicating when they can return to PE lessons. This term BOTH PE sessions will be indoors.

Y6 Expectations/Homework

Children in Year 6 have been developing the habit of spending time at home on learning tasks/skills development. This should include learning/improving their fluency with times tables and number facts, and frequent/regular reading (*including to an adult once or twice a week*). This is an on-going expectation rather than a piece of homework set each week. It is important it is maintained, especially as times tables/number facts impact on many areas of maths and life. Reading is also a key life skill that needs practising frequently and regularly, both at school and at home.

Reading Diaries will be kept in school for the time being and can be updated during registration. Children should aim to read at least 5 times each week (*especially beneficial if it is to an adult and involves checking for understanding and discussions about word meanings*). Project-linked reading texts will be sent home with children in order to develop their comprehension skills - these might be good ones to read/discuss together.

Maths homework will be given on **Thursdays and handed in on Mondays**. Children will have a plastic wallet in which to keep/transport their homework. Activities will consolidate work that has been undertaken in class and children WILL know what to do and how to do it. Going forward, 10 Minute Maths sheets will replace some TTRS.

All children will receive spelling words that they will need to undertake practice activities for; the words will link to our daily phonics/spelling sessions as well as the Y3/4/5/6 word lists. Classes will be assessed regularly on the words that they have been working with. Homework will feature the LCSWC (look, cover, say, write, CHECK) method as well as including different activities from the menu found at the front of their book and/or pack.

Punctuation and grammar homework is set weekly (currently Tuesday for the following Tuesday).

'Other' homework is given which may encompass a range of subjects, e.g. tasks related to the class project, some art/DT tasks which call upon your children to do some independent thinking and research. This will always be fully explained and given with an appropriate amount of time to complete. Depending on the task, it could be a few days or several weeks, but plenty of time will have been given so that 'night before' nightmares are unnecessary if students manage their time appropriately.

Winning House Autumn 2025

The winning house last term was **Rashford**. Well done to all members of Rashford house! There will be a non-school uniform day as a treat for Rashford (9.1.26).