



The Oratory R.C. Primary and Nursery School
 'Shine as to be a light to others'



REAL Project Planner

Year: 6

Teacher: Miss Corns

Teaching Assistant/s: Mrs Westley

Project Name	Project Summary	Essential Question
Adaptation and Evolution	Children will locate bodies of water on Earth and will learn how water travels between these bodies in the water cycle. Children will locate famous rivers of the World and England and will learn about the relationship between rivers and the sea. Children will follow the journey that Charles Darwin made on The Beagle. They will explore classification, adaptation and evolution.	What discoveries can be made from a journey over the ocean?

How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p><i>How will the children show in depth subject knowledge?</i></p> <p><i>Through the creation of work to show at the exhibition.</i></p>	<p><i>How will your children engage in the learning?</i></p> <p><i>Project launch – visit to the Sea Life Centre</i></p> <p><i>Working towards a real purpose – exhibition.</i></p> <p><i>Learning through books – fiction and non-fiction books will be used together with a range of writing opportunities to develop children's understanding of the content.</i></p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p><i>Parents and Governors will be invited to the exhibition.</i></p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p><i>Through a series of outcomes that have been critiqued and improved.</i></p> <p><i>The exhibition.</i></p>

REAL Project Planner Autumn 2018

Project Start	Project End
September 2018	December 2018

Key Outcomes	Trips and Experiences	Immersion - Classroom
<p style="text-align: center;"> Information book entry Producing a journal in role as Charles Darwin Diaries Letters Suspense writing Haiku Newspaper report Explanations/posters about habitats and adaptation Classification keys Annotated diagrams of the water cycle River landscapes </p>	<p style="text-align: center;"> Sea Life Centre Visitor from Severn Trent Water to run a workshop on water use in the home (to include measuring capacity). </p>	<p style="text-align: center;"> Displays showing: The water cycle The course of a river Animals and adaptation facts </p>

Exhibition Venue	Exhibition Plan
Year 6 classroom	<p>Charles Darwin's Around the World Adventure</p> <p>Exhibitions will focus on the different places that Charles Darwin visited and what he discovered during each part of his journey.</p>

Weekly REAL Project Planning Autumn 2018

Date	Key Outcomes	Milestones and Skills
<p>Week 1 + 2 3rd – 7th Sept 10th – 14th Sept</p> <p>Where can we find water on Earth?</p>	<p><u>English</u> *Power of Reading teaching sequence activities: Floodland *Haiku about the course of a river. *Setting descriptions</p> <p><u>R.E.</u> *Collective worship – the story of creation.</p> <p><u>Geography</u> *Produce labelled maps of global, national and local water bodies. *Diagrams and explanation texts of the water cycle. *Labelled diagrams of the course of a river. *Glossary of key terms related to the course of a river.</p> <p><u>DT & Art</u> *River landscapes. *Pointillism landscape pictures</p>	<p><u>English</u> *Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve.</p> <p><u>Maths</u> *Place Value</p> <p><u>R.E.</u> *RE – the story of creation (collective worship focus).</p> <p><u>Geography</u> *Name and locate the rivers and oceans of the world. *Describe and understand the water cycle. *Describe and understand key aspects of rivers.</p> <p><u>DT</u> *Ensure products have a high quality finish, using art skills where appropriate. *Develop a range of practical skills to create a product.</p>
<p>Week 3 + 4</p>	<p><u>English</u> *Power of Reading teaching sequence activities: Floodland</p>	<p><u>English</u> *Identify the audience for writing.</p>

<p>17th – 21st Sept</p> <p>24th Sept – 28th Sept</p> <p>How can animals and plants be classified?</p>	<p>*Letter to Charles Darwin. *Journal writing – observations of a creature discovered by Darwin.</p> <p>Science *Use classification keys to describe plants and animals. *Classify aquatic animals into scientific groups. *Study micro-organisms and investigate the conditions in which they will grow best.</p>	<p>* Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve.</p> <p>Maths *Written methods for addition and subtraction. *Negative numbers.</p> <p>Science * describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals *give reasons for classifying plants and animals based on specific characteristics.</p>
<p>Week 5 + 6</p> <p>1st – 5th Oct</p> <p>8th – 12th Oct</p> <p>How are animals adapted to their environments?</p>	<p>English *Power of Reading teaching sequence activities: Floodland. *Non-chronological report on a sea creature</p> <p>Science *Posters explaining how animals are adapted to their environment. *Invent own animal and explain how it is adapted to living in water. *Create a labelled drawing of invented animal.</p>	<p>English *Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve.</p> <p>Maths *Written methods for multiplication and division.</p> <p>Science *Identify how animals and plants are adapted to their environments.</p>
<p>Week 7 + 8</p> <p>15th – 19th Oct</p> <p>22nd -26th Oct</p> <p>What are volcanoes?</p>	<p>English *Power of Reading teaching sequence activities: Floodland *Darwin’s Letter home describing the erupting volcano.</p> <p>Geography *Investigate how earthquakes and volcanoes occur. *Produce information booklets about earthquakes or volcanoes.</p>	<p>English *Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve.</p> <p>Maths *BIDMAS</p> <p>Geography * describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</p>
<p>Week 9</p> <p>5th – 9th Nov</p>	<p>English *Power of Reading teaching sequence activities: Moth</p> <p>Science</p>	<p>English *Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas.</p>

<p>What can we learn from fossils?</p>	<p>*Investigate fossils and what can be learnt from them.</p> <p><u>Geography</u> *Visit from Severn Trent. Investigate water supply.</p>	<p>* Plan, draft, write, edit and improve.</p> <p><u>Maths</u> *Fractions, decimals and percentages.</p> <p><u>Science</u> *Recognise that living things have changed over time and that fossils can provide evidence for this.</p> <p><u>Geography</u> *Describe and explain key aspects of human geography including water supplies.</p>
<p>Week 10 + 11 12th – 16th Nov 19th – 23rd Nov What is evolution?</p>	<p><u>English</u> *Power of Reading teaching sequence activities: Moth</p> <p><u>Science</u> *Investigate some of the animals that live on the Galapagos Islands and discover how they have evolved.</p>	<p><u>English</u> *Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve.</p> <p><u>Maths</u> *Fractions</p> <p><u>Science</u> *Recognise that living things have changed over time and that fossils can provide evidence for this.</p>
<p>Week 12 26th – 30th Nov What discoveries can be made from a journey over the ocean?</p>	<p>*Project Exhibition.</p>	<p>*Preparation for Exhibition – art work, gathering resources.</p>