

Planned half term	Year 6	Subject focus	Memorable experience	We are reading	English	Science	Design and Technology	Art	Computing	PE	RSHE (SCARF / Ten Ten)	Maths
Spring 1	Frozen Kingdom	Geography	Polar Expedition on Google Earth	A selection of Inuit Tales Sky Song – Abi Elphinstone	Information Texts Chronological Report – Diary Writing Stories from other Cultures	Living Things and their Habitats	Design and Make a hat	Artist Study – Ted Harrison Picture Study – The Icebergs by Frederick Church Inuit Art	Using internet for research Work with more complex variables Use various forms of input and output	Football Netball		Fractions of amounts Decimals Percentages Measures Algebra
Knowledge		To know where the polar regions are and describe their similarities and differences To locate places in the polar regions using longitude and latitude To describe climate and geographical features of the polar regions, such as day and night in the polar regions, highest mountains, longest rivers, landscape features To know that indigenous people live in the Arctic and to describe their ways of life, traditions and cultures		The Wolf Wilder – Katherine Rundell	To write a non-chronological report about one of the Polar regions To write an Inuit tale inspired from Inuit tales explored To write a diary entry from a Polar explorer's point of view	To know who Carl Linnaeus was To understand the Linnaeus Classification system To know how to group organisms according to observable differences To know the main animal groupings, such as Invertebrates, Vertebrates, Mammals, Reptiles etc To create own classification keys To know what a micro-organism is and that some are helpful and some are not To know that mould is a micro-organism To investigate the conditions most suited to growing mould	To know how to develop a design criteria To design and make a paper model of hat fit for a polar exploration To know how to develop design into a paper pattern To cut out material accurately To know how to sew using back stitch To use back stitch to join their hat together and add embellishments	To know who Ted Harrison and Frederick Church are To create art work inspired by the art work explored To know and recognise Inuit Art To create animal pictures in style of Inuit Art	To research and retrieve key facts about the Polar regions efficiently and safely To know how to use variables to ask the user for an input To combine variables to create a game which gets more and more difficult To manipulate inputs to create useful outputs	To choose, develop and implement a range of football / Netball strategies and tactics to attack and defend To combine and perform more complex skills at speed		
Essential Skills		-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) -Produce accurate scaled maps. - Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. -Understand how these features may have changed over time. -Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. -Locate the major cities of the world and draw conclusions as to their similarities and differences. -Use maps to identify longitude and latitude. -Present findings both graphically and in writing using appropriate vocabulary. -Understand geographical similarities and differences through the study of human and physical geography of the Arctic and Antarctica -Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world. -Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and			Identify how language, structure and presentation contribute to meaning. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write narratives , describing settings, character and atmosphere Integrate dialogue to convey character and advance the action Link ideas within and across paragraphs using a wider range of cohesive device Use layout devices Use brackets, commas and dashes to add parenthesis Use semi-colon to mark independent clauses	-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 -Recognise the importance of the classification system and its inception, giving reasons for how the groups and subgroups are chosen. -Use classification systems and keys to identify animals and plants in immediate environment -create classification keys for animals in the Arctic / Antarctic -Research animals and plants from Arctic and Antarctic – Identify how animals and plants are adapted to suit	EVALUATE: investigate and analyse a range of existing hats DESIGN: Generate design criteria to inform the design of hat suitable for a polar expedition Generate, develop, model and communicate their idea through paper model. Create and use a self-generated pattern MAKE: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. -Improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials: pencil, pastel -To use perspective in their compositions -To look at and talk about the work of other artists: Inuit Art tradition and Ted Harrison (Canadian Artist inspired by Arctic Landscapes)	-use search technologies effectively -talk about the way search results are selected and ranked -check the reliability of a website -talk about copyright and acknowledge sources of info that I find on-line -esafety -Espresso Unit: More Complex variables -Recognise when to use a variable to achieve a required output -Use a variable and operator to stop a program -use different inputs to control an onscreen action and predict what will	Football: Choose and implement a range of strategies and tactics to attack and defend To perform a wider range of more complex skills Recognise and describe good individual and team performances Suggest, plan and lead simple drills for given skills NETBALL: Work as a team to improve group tactics and game play Play within the rules using blocking skills for the shots and passes Develop defensive skills		

		<p>the distribution of natural resources including energy, food, minerals and water.</p> <p>-Find out about the Inuit way of life -Understand geographical similarities and differences through the study of human and physical geography of the Arctic -Describe and understand key aspects of human geography, including types of settlement and land use</p>			<p>Use the range of KS2 punctuation accurately</p> <p>Use subordination, adverbials, prepositional phrases and relative clauses to extend detail and add clarity</p>	<p>their environment in different ways and that adaptation may lead to evolution</p> <p>-Revise and create food chains</p>	<p>Use seams and appliqué developing techniques: back stitch over stitch</p> <p>Use embellishment and fabric to enhance design</p>		<p>happen</p> <p>-Use logical reasoning to detect and correct errors in algorithms</p>			
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