

<u>Medium Term Plan for Year 6 Rowan Class</u>	<u>Spring Term 1: Frozen Kingdom</u> <u>Focus: Geography led topic</u>
<u>Memorable Experience</u>	Polar Expedition on Google Earth
<u>Explicit Knowledge</u>	Children will know where the polar regions are and will be able to describe their climate and geographical features: the landscape, population and natural resources. They will use lines of latitude and longitude to locate places in and near the polar regions. They will be able to name countries in and near the Arctic circle, describing some of their key features. They will know that indigenous people live in the Arctic and will be able to describe their way of life, traditions, and cultures. They will learn about polar explorers and research an explorer of their choice in detail. They will explain how the climate change affects and impacts the polar regions and will know what they can do to make a difference.
<u>Prior knowledge</u>	This topic will link to and build on the children's knowledge of continents, oceans, landscape features, hemispheres and climate zones from previous topics in KS2 (Blue Abyss, Road Trip USA, Mountains and Rivers, Flow) They will be able to compare the Polar Regions to this previous knowledge.
<u>Vocabulary</u>	latitude, longitude, Northern Hemisphere, Southern Hemisphere, Equator, Prime meridian, Arctic circle, Antarctic circle, North Pole, South Pole, polar day, polar night, Tropic of Cancer, Tropic of Capricorn, environmental, human geography, physical geography, continents, Asia, Europe, North America, South America, Australasia, Antarctica, Pacific Ocean, Atlantic Ocean, Indian ocean, Arctic Ocean, Southern Ocean, Inuit, indigenous, native, glacier, iceberg, ice cap, ice shelf, ice sheet, tundra, boreal forest, climate change, global warming, explorer, expedition
<u>Forward links</u>	The children will build on the geography skills developed in this topic in Hola Mexico! at the end of the year. The children will be able to locate Mexico using their knowledge of lines of latitude and longitude. They will locate major cities, seas, mountains and deserts. They will be able to compare Mexico's climate, landscape, population and natural resources with the polar regions.

	KNOWLEDGE	SKILLS
<u>Geography</u>	<p>To know where the polar regions are and describe their similarities and differences</p> <p>To locate places in the polar regions using longitude and latitude</p> <p>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</p> <p>To know that indigenous people live in the Arctic and to describe their ways of life, traditions and cultures</p> <p>To know that climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather.</p> <p>To know that climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p>	<p>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)</p> <p>Produce accurate scaled maps.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the major cities of the world and draw conclusions as to their similarities and differences.</p> <p>Use maps to identify longitude and latitude.</p> <p>Present findings both graphically and in writing using appropriate vocabulary.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of the Arctic and Antarctica</p> <p>Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Find out about the Inuit way of life</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use</p> <p>Explain how climate change affects climate zones and biomes across the world</p>
<u>Science – Living Things and their habitats</u>	<p>To know who Carl Linnaeus was</p> <p>To understand the Linnaeus Classification system</p> <p>To know how to group organisms according to observable differences</p> <p>To know the main animal groupings, such as Invertebrates, Vertebrates, Mammals, Reptiles etc</p> <p>To create own classification keys</p> <p>To know what a micro-organism is and that some are helpful and some</p>	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Recognise the importance of the classification system and its inception, giving reasons for how the groups and subgroups are chosen.</p>

	<p>are not</p> <p>To know that mould is a micro-organism</p> <p>To investigate the conditions most suited to growing mould</p>	<p>Use classification systems and keys to identify animals and plants</p> <p>Create classification keys for animals in the Arctic / Antarctic</p> <p>Research animals and plants from Arctic and Antarctic</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
<p>English</p> <p><u>We are Reading:</u></p> <p>The Wolf Wilder by Katherine Rundell</p>	<p>To write a non-chronological report about one of the Polar regions</p> <p>To write a persuasive tourist brochure for a holiday in the Arctic</p> <p>To write an Inuit tale inspired from Inuit tales explored</p> <p>To write a diary entry from a Polar explorer's point of view</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>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.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write narratives, describing settings, character and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Link ideas within and across paragraphs using a wider range of cohesive device</p> <p>Use layout devices</p> <p>Use brackets, commas and dashes to add parenthesis</p> <p>Use semi-colon to mark independent clauses</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><u>Design and Technology</u></p>	<p>To know how to develop a design criteria</p> <p>To design and make a paper model of hat fit for a polar exploration</p> <p>To know how to develop design into a paper pattern</p> <p>To cut out material accurately</p> <p>To know how to sew using back stitch</p> <p>To use back stitch to join their hat together and add embellishments</p>	<p>EVALUATE:</p> <p>investigate and analyse a range of existing hats</p> <p>DESIGN:</p> <p>Generate design criteria to inform the design of hat suitable for a polar expedition</p> <p>Generate, develop, model and communicate their idea through paper model.</p>

		<p>Create and use a self-generated pattern</p> <p>MAKE:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing, accurately]</p>
<u>ART</u>	<p>To know who Ted Harrison and Frederick Church are</p> <p>To create artwork inspired by the artwork explored</p> <p>To know and recognise Inuit Art</p> <p>To create animal pictures in style of Inuit Art</p>	<p>Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials: pencil, pastel</p> <p>To use perspective in their compositions</p> <p>To look at and talk about the work of other artists: Inuit Art tradition and Ted Harrison (Canadian Artist inspired by Arctic Landscapes)</p>
<u>DISCRETE SUBJECTS - not linked to main topic</u>		
<u>ICT / Computing</u>	To use the internet to research and retrieve key facts about the polar regions	<p>Use search technologies effectively</p> <p>Talk about the way search results are selected and ranked</p> <p>Check the reliability of a website</p> <p>Talk about copyright and acknowledge sources of info that I find on-line</p>
	<p>Programming: Variables in Games</p> <p>To use Scratch to design and create their own game applying their knowledge of variables</p>	<p>Define a 'variable' as something that is changeable</p> <p>Explain why a variable is used in a program</p> <p>Choose how to improve a game by using variables</p> <p>Design a project that builds on a given example</p> <p>Use design to create a project</p> <p>Evaluate Project</p>

<u>Physical Education:</u> <u>DANCE</u> <u>FOOTBALL</u>	To work collaboratively to include more compositional ideas To use controlled movements, balance, rhythmic patterns, character emotion and expression to create a dance inspired by 'The Titanic'	Compose creative, emotive and imaginative dance sequences focusing on dynamics, actions and formations Perform expressively and hold a precise and strong body posture Explore space, level and relationships, use tension and extension to control body Express an idea in original and imaginative ways
	To choose, develop and implement a range of football strategies and tactics to attack and defend To combine and perform more complex skills at speed	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
<u>MUSIC UNIT:</u> <u>A New Year Carol</u>	To know the pulse, rhythm, pitch, tempo, dynamics, texture To structure work together to make a song sound interesting To be able to keep the internal pulse	Describe the style indicators of Benjamin Britten's music and cover versions Describe the structure of the song Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. Describe the mood and story told Learn to clap some of the rhythms used in the song Learn to sing some musical phrases from the song
<u>RHE (Relationships and Health Education)</u> <u>LIFE TO THE FULL PROGRAMME</u> <u>MODULE 2: Created to Love Others</u> <u>Whole of Spring Term</u>	<u>(UNIT 1) RELIGIOUS UNDERSTANDING:</u> To know: God calls us to love others Ways in which we can participate in God's call to us <u>(UNIT 2) PERSONAL RELATIONSHIPS:</u> To explain: That pressure comes in different forms, and what those different forms are That there are strategies that they can adopt to resist pressure	Engage with discussions Listen to each other Ask questions and respond appropriately Work collaboratively

What consent and bodily autonomy means

Different scenarios in which it is right to say 'no'

How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships

(UNIT 3) KEEPING SAFE:

To explain:

That their increasing independence brings increased responsibility to keep themselves and others safe

How to use technology safely

That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others

How to report and get help if they encounter inappropriate materials or messages

What the term cyberbullying means and examples of it What cyberbullying feels like for the victim

How to get help if they experience cyberbullying

What kind of physical contact is acceptable or unacceptable and how to respond

That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests

The effect that a range of substances including drugs, tobacco and alcohol can have on the body

How to make good choices about substances that will have a positive impact on their health

That our bodies are created by God, so we should take care of them and be careful about what we consume

How they may come under pressure when it comes to drugs, alcohol and tobacco

That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies

That the recovery position can be used when a person is unconscious

	<p>but breathing</p> <p>That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</p>	
RE	<p><u>Topic 4: Sources - The Bible, the special book of the church</u></p> <p>To explore a wide variety of books and the purpose for which they were written</p> <p>To know and understand that the Bible is the story of God's love, told by the People of God</p> <p>To explain how books can be enriching</p>	<p>Compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer.</p> <p>Show how their own and others' decisions are informed by beliefs and values which may be influenced by what they have read.</p> <p>Make links between scripture and Christian beliefs.</p> <p>Give reasons for when and how Christians use the Bible.</p> <p>Describe and show an understanding of the Bible, the beliefs, ideas, feelings, and experiences of the Christian and make links between them.</p> <p>Show understanding of how the Bible shapes the lives of Christians.</p> <p>Engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching.</p>
	<p><u>Topic 5: Unity, Eucharist enables people to live in communion (4 weeks)</u></p> <p>To know and understand:</p> <p>What nourishes and what spoils friendship and unity</p> <p>The Eucharist challenges and enables the Christian family to live and grow in communion every day</p>	<p>Make links to show how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others.</p> <p>Ask and respond to questions about their own and others' experiences and feelings about friendship and unity.</p> <p>Compare their own and other people's ideas about questions concerning friendship which are difficult to answer.</p> <p>Show understanding of how their own and others' decisions about friendships are informed by beliefs and values.</p> <p>Some children will be able to make links between scripture and the Eucharist.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite.</p> <p>Some children will be able to give reasons why Christians gather together in 'communion' and receive 'Holy Communion'.</p> <p>Show understanding of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings.</p> <p>Use religious terms to show an understanding of different aspects of the Eucharist.</p>

		Show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians.
<u>Maths</u>	x/÷ fractions Fractions of amounts Geometry (Position and Direction) Co-ordinates Decimals Percentages Measures Algebra	