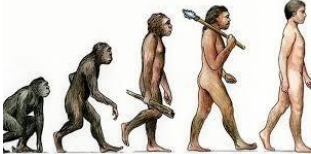


| Science | | History | | Geography | | |
|---|--|--|------------------|--|--|--|
| | | (Geography Theme) | | | | |
| Working scientifically | Knowledge | Concept | Knowledge | Concepts | Knowledge | |
| <p>Taps: Fossil Habitats</p> <p>Plan: Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Do: Observe, discuss, explore ideas and ask questions. Use secondary sources to justify ideas and to research information.</p> <p>Evaluate: Considers what can be known about appearance, habits and habitats from fossil evidence. Describes potential sources of error.</p> <p>Taps: Adaptation</p> <p>Plan: To investigate how animals adapt to their environment</p> <p>Do: Research using secondary sources various animals. Choose at least one animal to draw and then to label how it has adapted to its environment</p> <p>Evaluate: Consider how they may evolve in a different environment</p> | <p>Evolution and inheritance What information does a fossil provide? (information about living things that inhabited the Earth millions of years ago) Why have living things changed over time? Why is it that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? How do living things change over time? How do animals and plants adapt to suit their environment? How does adaptation lead to evolution?</p> | | | <p>Place</p> | <p>What are their main environmental regions and major cities that relate to the ethnicity of children in our class? In groups/pairs investigate a region/country</p> | |
| | | | | <p>Location</p> | <p>What countries do children in our class or their families come from? Can I locate these on a map/globe?</p> <p>Can I describe the physical and human geography of these countries including: climate, biomes and vegetation belts, rivers, mountains</p> | |
| | | | | <p>Geographical skills and field work</p> | <p>Suggest questions for investigating Use primary and secondary sources of evidence in their investigations Compare and contrast places Collect, record and analyse evidence unaided and draw conclusions Use 4 figure coordinates confidently to locate features on a map Begin to use 6 figure grid references, latitude and longitude Locate places on a world map and use atlases to confidently identify significant places, environments and features</p> | |
| Vocabulary | <p>Classification Evolution Genetics Inheritance adaptation</p> | | | <p>Environment</p> | | |
| | | | | <p>Physical and human processes</p> | <p>Can I identify the types of settlement and land use, economic activity and trade links, and the distribution of natural resources in these countries?</p> | |
| | | | | <p>Vocabulary</p> | <p>Latitude, longitude, climate, biome, vegetation belt, mountains and major cities of countries studied</p> | |
| Art and Design | |  <p>Year 6</p> <p>Theme 2</p> | | Music (Charanga) | | |
| Artist/s | <p>Narrative art by Raphael, Picasso Lowry and past narrative art.</p> | | | Charanga | Theme 2 | |
| Area of Study/activities | <p>Visual: Study Narrative art for example; Aboriginal art, Cave paintings, Native American art The Bayeux Tapestry. Compare with art by Raphael, Picasso and Lowry. What is narrative art? Can they think of other that they have already studied? (Roman/Anglo Saxon etc)</p> <p>Technical: In pairs sketch ideas for their own piece of narrative art in one of the styles covered. Following the style as per their sketch create their own piece of Narrative art that reflects their life to date. Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. | | | Title | A New Year Carol | |
| | | | Style | <p>Classical or Urban Gospel</p> <p>(See Charanga for lesson planning)</p> | | |

| | | | | | | | | | | |
|------------------------------|--|--|--|---|---|------------------------------------|--|---|---|---|
| | <ul style="list-style-type: none"> Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. <p>Personal and conceptual: Record the styles and qualities in their work Say what their work is influenced by Analyse and comment on ideas, methods and approaches in their own and others work</p> | <h1>Where did we come from?</h1> | | | | | | | | |
| Vocabulary | Narrative art, story board, tone tint, texture | | | Theme | Benjamin Britten's music and cover versions | | | | | |
| Art form | Narrative art | | | Performance | Spring Concert | | | | | |
| Design and Technology | | Religious Education | | MFL - French | | PSHEC & Relationships | | Computing | | |
| Area | Textiles | Dispositions | Content | Gramacri French Units 18/19 Celebrations Transport and Weather (See Gramacri planning for further information) | | Concepts | Knowledge | Skills | Knowledge | |
| Brief | To design a Christmas Decoration | Creating inclusion, identity and belonging | The importance of names and titles | | | Rights and responsibilities | To know the origins of democracy | Create programs that include sequences, events, loops, and conditionals. Modify, remix or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. Compare and refine multiple algorithms for the same task and determine which is the most appropriate. Create programs that use variables to store and modify data. | Discuss real-world cybersecurity problems and how personal information can be protected. Discuss computing technologies that have changed the world and express how those technologies influence, and are influenced by, cultural practices. Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users. Describe choices made during program development using code comments, presentations, and demonstrations. | |
| Research | Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users. | | | | | Power | To know how voting systems work | | | Demonstrate their understanding of what democracy means and the processes involved. (BV) |
| Design | <ul style="list-style-type: none"> Use their research to develop some of their own design criteria. Draw a fully labelled sketch of their product, including some measurements. Choose the materials/tools they will use, based on their suitability for the task. Indicate where/how materials will be joined | Remembering roots | The story of Noah Black lives matter | | | Diversity and equality | Acceptance & tolerance (BV) To know and appreciate that people have similarities and differences | Decompose (break down) problems into smaller, manageable sub problems to facilitate the program development process. | | |
| Create | Create the decoration using the stitching learnt. | Being courageous and confident | Wearing the Kippah The story of Angulmaka | | | Vocabulary | To assertively challenge prejudice and discrimination | Democracy Dictatorship Voting Election Acceptance Prejudice discrimination | | Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended. |
| Evaluate | Identify and discuss the strengths of their product. Identify any | | (See Birmingham Agreed Syllabus for lesson planning) | | | | | | | Vocab Sprite User |

| | | | | | | | | |
|-------------------|---|--|--|--|--|--|--|--|
| | areas for development/ improvements that could be made. | | | | | | Algorithm Behaviour Program Event Variable Prompt Input | Decomposition Patterns Debugging Persevering Abstraction Creating Tinkering Collaborating E-safety |
| Vocabulary | Textiles, stitching, decoration, needle, product | | | | | | | |

English

Maths

Theme 2
Where did we Come From?

| Key Text | Linked Texts | Outcomes | Speaking and listening | Genre | Purpose /Audience |
|--|---|---|---|-------------|--|
| Princess Sophia Duleep Singh Sufiya Ahmed | The Arrival Shaun Tan Freedom Catherine Johnson Bob Cox – The Bird that sings Sympathy Paul Laurence Dunbar | Write a narrative piece that focuses on discrimination and overcoming this | Discussion relating to discrimination, democracy and equality Interviewing characters from books to ascertain thoughts and feelings. Use this to develop narrative voice in their writing | Fiction | Writing to entertain/Year 6 |
| Animalium Jenny Broom | Fantastic Beasts and Where to Find Them JK Rowling The Lost World Sir Arthur Conan Doyle | Write a non-chronological report on a mythical creature with a particular focus on adaptation to its environment. Include a formal language extract of its discovery. | Mantle of an Expert – present their mythical creature | Non Fiction | Writing to inform/Natural History Museum |
| World Tour Collins The Ultimate Journey Around the Globe | Examples of non-chronological writing | Write a non-chronological report on their researched country to include flora, fauna and biome information (Can be in the form of a travel brochure) | Role Play as David Attenborough observing natural habitats to use passive voice | Non Fiction | National Geographic Kids Magazine |
| Grammar | Modal verbs, coordinating/subordinating conjunctions, parts of a sentence – identifying phrases clauses (main / subordinate) noun phrase in sentence Synonyms / antonyms | | | | |
| Punctuation | Parenthesis – () , apostrophes possession/contraction, semi colons lists / Colon lists | | | | |

Number – Fractions

Multiply fractions by integers
Multiply fractions by fractions
Divide a fraction by an integer
Divide any fraction by an integer
Mixed questions with fractions
Fraction of an amount
Fraction of an amount – find the whole

Number- Fractions, Decimals and Percentages

Decimal and fraction equivalents
Fractions as division
Understand percentages
Fractions to percentages
Equivalent fractions, decimals and percentages
Order fractions, decimals and percentages
Percentage of an amount – one step
Percentage of an amount – multi-step
Percentages – missing values

Geometry – Position and Direction

The first quadrant
Read and plot points in four quadrants
Solve problems with coordinates
Translations
Reflections and Rotations

Number – Ratio

Add or multiply?
Use ratio language
Introduction to the ratio symbol
Ratio and fractions
Scale drawing
Use scale factors
Similar shapes
Ratio problems
Proportion problems
Recipes

| | | | |
|-----------|---|--|--|
| Spellings | Spelling Purple Mash – Spring 1 weeks 1-6 | | |
|-----------|---|--|--|