

Year 6 Medium term plan – Autumn 1

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	By the end of the unit children will know...
Science Living things: Classifying big and small	<p><u>New Core Knowledge</u> I know that Carl Linnaeus invented a classification system still used today.</p> <p><u>Key Vocabulary</u> <i>Classification key</i>- A tool that helps us identify and sort living things by asking a series of questions about their features</p> <p><u>Outline of Main Tasks</u> Use classification key to sort classroom objects. Create a classification key for animals.</p>	<p><u>New Core Knowledge</u> I know that mammals are vertebrates that usually give birth to live young. I know that snails are invertebrates that do not have segmented bodies.</p> <p><u>Revisiting Core Knowledge</u> I know that Carl Linnaeus invented a classification system still used today.</p> <p><u>Key Vocabulary</u> <i>Vertebrates</i> – Animals that have a backbone or spine. Examples include humans, birds, fish, and dogs.</p> <p><i>Invertebrates</i>- Animals that do not have a backbone. These include insects, worms, and jellyfish.</p> <p><u>Outline of Main Tasks</u> Sort animals into vertebrates and invertebrates – non-chronological report.</p>	<p><u>New Core Knowledge</u> I know that conifers are plants that have seeds inside cones.</p> <p><u>Revisiting Core Knowledge</u> I know that mammals are vertebrates that usually give birth to live young. I know that snails are invertebrates that do not have segmented bodies.</p> <p><u>Key Vocabulary</u> <i>Conifer</i>- A type of tree that has needle-like leaves and makes cones instead of flowers.</p> <p><u>Outline of Main Tasks</u> Create and use a plant classification chart to compare flowering plants and conifers.</p>	<p><u>New Core Knowledge</u> I know that a number key is not used to classify living things.</p> <p><u>Revisiting Core Knowledge</u> I know that conifers are plants that have seeds inside cones.</p> <p><u>Key Vocabulary</u> <i>Classify</i>- To sort things into groups based on what they have in common.</p> <p><u>Outline of Main Tasks</u> Distinguish between a number and branching key. Attempt to utilise to categorise a collection of animals. Write a paragraph to explain why using a number key is not possible.</p>	<p><u>New Core Knowledge</u> I know that amphibians are cold-blooded vertebrates that do not have scales.</p> <p><u>Revisiting Core Knowledge</u> I know that a number key is not used to classify living things.</p> <p><u>Key Vocabulary</u> <i>Cold-blooded</i>- Animals whose body temperature changes depending on the temperature around them.</p> <p><u>Outline of Main Tasks</u> Research and create a fact file on amphibians</p>	<p><u>New Core Knowledge</u> I know that spiders and insects are invertebrates with exoskeletons.</p> <p><u>Revisiting Core Knowledge</u> I know that amphibians are cold-blooded vertebrates that do not have scales.</p> <p><u>Key Vocabulary</u> <i>Exoskeleton</i>- A hard outer shell that protects an animal's body.</p> <p><u>Outline of Main Tasks</u> Sketch and label a variety of insects and spiders bodies using key vocabulary. Outline how you can tell they have an exoskeleton</p>	<p><u>New Core Knowledge</u> I know that insects are not micro-organisms, but bacteria, fungi, and protists are</p> <p><u>Revisiting Core Knowledge</u> I know that spiders and insects are invertebrates with exoskeletons.</p> <p><u>Key Vocabulary</u> <i>Micro-organism</i>- Tiny living things that are so small you need a microscope to see them.</p> <p><u>Outline of Main Tasks</u> Use a comparison diagram to compare micro-organisms and insects.</p>	<p><u>Core Knowledge</u> I know that Carl Linnaeus invented a classification system still used today. I know that mammals are vertebrates that usually give birth to live young. I know that snails are invertebrates that do not have segmented bodies. I know that conifers are plants that have seeds inside cones. I know that a number key is not used to classify living things. I know that amphibians are cold-blooded vertebrates that do not have scales. I know that spiders and insects are invertebrates with exoskeletons. I know that mosses and ferns reproduce using spores. I know that insects are not micro-organisms, but bacteria, fungi, and protists are</p> <p><u>Core Vocabulary</u> Classification key, Vertebrates, Invertebrates, Conifer, Classify, Cold-blooded, exoskeleton, micro-organism</p>

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Geography Why does population change?	<p><u>New Core Knowledge</u> I know that the global population is growing. I know that population can grow due to factors like better healthcare.</p> <p><u>Key Vocabulary</u> <i>Population</i>- The number of people who live in a place, like a town, country, or the whole world.</p> <p><u>Outline of Main Tasks</u> Research and complete a global population fact file. Write a case study about a country that has health care as a positive population growth factor.</p>	<p><u>New Core Knowledge</u> I know that birth rate means the number of babies born per 1,000 people each year.</p> <p><u>Revisiting Core Knowledge</u> I know that the global population is growing. I know that population can grow due to factors like better healthcare.</p> <p><u>Key Vocabulary</u> Birth rate- How many babies are born in a place over a certain amount of time, usually each year.</p> <p><u>Outline of Main Tasks</u></p>	<p><u>New Core Knowledge</u> I know that a sparsely populated area has few people compared to its size.</p> <p><u>Revisiting Core Knowledge</u> I know that birth rate means the number of babies born per 1,000 people each year.</p> <p><u>Key Vocabulary</u> <i>Sparsely populated</i>- An area where not many people live.</p> <p><u>Outline of Main Tasks</u> Use real life figures to calculate the birth rate of a range of countries and plot this on a graph.</p>	<p><u>New Core Knowledge</u> I know that migration means the movement of people from one place to another. I know that people may migrate involuntarily due to war or danger in their home country.</p> <p><u>Revisiting Core Knowledge</u> I know that a sparsely populated area has few people compared to its size.</p> <p><u>Key Vocabulary</u> <i>Migration</i>- When people move from one place to another to live, often for work, safety, or family reasons.</p> <p><u>Outline of Main Tasks</u> Explore common migration routines on a map. Write a post card as if you are a child migrating to avoid war/ danger in their home country.</p>	<p><u>New Core Knowledge</u> I know that a pull factor is something positive that attracts people to a new place. I know that London and the South-East are the most populated UK regions because of jobs, transport, and being the capital.</p> <p><u>Revisiting Core Knowledge</u> I know that migration means the movement of people from one place to another. I know that people may migrate involuntarily due to war or danger in their home country.</p> <p><u>Key Vocabulary</u> <i>Population density</i>- How many people live in a certain area</p> <p><u>Outline of Main Tasks</u> Explore a population density map if the UK. Create a list of possible pull factors for London and the south-east.</p>	<p><u>New Core Knowledge</u> I know that a Likert scale is used to collect people's opinions.</p> <p><u>Revisiting Core Knowledge</u> I know that a pull factor is something positive that attracts people to a new place. I know that London and the South-East are the most populated UK regions because of jobs, transport, and being the capital.</p> <p><u>Key Vocabulary</u> <i>Qualitative</i>- Information that describes things using words, not numbers.</p> <p><u>Outline of Main Tasks</u> Design and conduct our own Likert survey about places to live e.g. good transport links are important, or I would like to live in a busy city,</p>	<p><u>New Core Knowledge</u> I know that a country's death rate might increase due to poor healthcare, war, or natural disasters.</p> <p><u>Revisiting Core Knowledge</u> I know that a Likert scale is used to collect people's opinions.</p> <p><u>Key Vocabulary</u> <i>Death rate</i>- How many people die in a place over a certain amount of time, usually each year.</p> <p><u>Outline of Main Tasks</u> Calculate the death rate for a range of countries using accurate figures. Case study comparison.</p>	<p><u>Core Knowledge</u> I know that the global population is growing. I know that population can grow due to factors like better healthcare. I know that birth rate means the number of babies born per 1,000 people each year. I know that a sparsely populated area has few people compared to its size. I know that migration means the movement of people from one place to another. I know that people may migrate involuntarily due to war or danger in their home country. I know that a pull factor is something positive that attracts people to a new place. I know that London and the South-East are the most populated UK regions because of jobs, transport, and being the capital. I know that a Likert scale is used to collect people's opinions. I know that a country's death rate might increase due to poor healthcare, war, or natural disasters.</p> <p><u>Core Vocabulary</u> Population, birth rate, sparsely populated, migration, population density, qualitative, death rate</p>

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Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	By the end of the unit children will know...
Art Drawing: Making my voice heard	<p><u>New Core Knowledge</u> I know that a <i>mural</i> is a painting made directly on a wall or other permanent structure.</p> <p><u>Key Vocabulary</u> <i>Mural</i>- A painting made directly on a wall or other permanent structure</p> <p><u>Outline of Main Tasks</u> Explore a range of mural example. What do we notice about each image. Appraise the examples, making notes as to what we do and do not enjoy.</p>	<p><u>New Core Knowledge</u> I know that <i>one point perspective</i> is used to create the illusion of depth, making objects appear smaller as they move further away.</p> <p>I know that the <i>vanishing point</i> in one point perspective is where all perspective lines meet to create depth.</p> <p>I know that the <i>horizon line</i> in a drawing separates the sky from the ground and helps create perspective.</p> <p><u>Revisiting Core Knowledge</u> I know that a <i>mural</i> is a painting made directly on a wall or other permanent structure.</p> <p><u>Key Vocabulary</u> <i>Depth</i>- The feeling in a picture that some things are closer and others are farther away.</p> <p><u>Outline of Main Tasks</u> Explore sketching using the corridor idea. Draw the perspective lines and add the details of a corridor. Explore drawing a landscape using the same effect.</p>	<p><u>New Core Knowledge</u> I know that <i>graffiti</i> is spray-painted words and images that appear on property without permission.</p> <p><u>Revisiting Core Knowledge</u> I know that <i>one point perspective</i> is used to create the illusion of depth, making objects appear smaller as they move further away.</p> <p>I know that the <i>vanishing point</i> in one point perspective is where all perspective lines meet to create depth.</p> <p>I know that the <i>horizon line</i> in a drawing separates the sky from the ground and helps create perspective.</p> <p><u>Key Vocabulary</u> <i>Graffiti</i>- Spray-painted words and images that appear on property without permission.</p> <p><u>Outline of Main Tasks</u> Explore examples of graffiti and murals – what are the differences. Design our own graffiti tag building from influences. Sketch and explore the works of Banksy.</p>	<p><u>New Core Knowledge</u> I know that <i>scale</i> in art refers to the size of an object or figure in relation to another object or the overall artwork.</p> <p>I know that street artists use <i>large scale designs</i> to make their art easy to see from far away.</p> <p><u>Revisiting Core Knowledge</u> I know that the <i>vanishing point</i> in one point perspective is where all perspective lines meet to create depth.</p> <p>I know that the <i>horizon line</i> in a drawing separates the sky from the ground and helps create perspective.</p> <p><u>Key Vocabulary</u> <i>Street art</i>- Artwork that is created in a public space, typically without official permission.</p> <p><u>Outline of Main Tasks</u> Explore sketching the same image in multiple scales. How does this change the techniques and approaches used?</p>	<p><u>New Core Knowledge</u> I know that <i>murals and street art</i> can be used to send messages to the public and express ideas</p> <p><u>Revisiting Core Knowledge</u> I know that <i>scale</i> in art refers to the size of an object or figure in relation to another object or the overall artwork.</p> <p>I know that street artists use <i>large scale designs</i> to make their art easy to see from far away.</p> <p><u>Key Vocabulary</u> <i>Realism</i>- A way of making art that looks as close to real life as possible</p> <p><u>Outline of Main Tasks</u> Collate the sketching and development process from lessons so far to create a mural design to express a core message</p>			<p>By the end of the unit children will....</p> <p>I know that a <i>mural</i> is a painting made directly on a wall or other permanent structure.</p> <p>I know that <i>one point perspective</i> is used to create the illusion of depth, making objects appear smaller as they move further away.</p> <p>I know that <i>graffiti</i> is spray-painted words and images that appear on property without permission.</p> <p>I know that the <i>vanishing point</i> in one point perspective is where all perspective lines meet to create depth.</p> <p>I know that <i>scale</i> in art refers to the size of an object or figure in relation to another object or the overall artwork.</p> <p>I know that the <i>horizon line</i> in a drawing separates the sky from the ground and helps create perspective.</p> <p>I know that street artists use <i>large scale designs</i> to make their art easy to see from far away.</p> <p>I know that <i>murals and street art</i> can be used to send messages to the public and express ideas</p>

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Music Dynamics, pitch and tone	<p>Learning Objective To appraise the work of a classical composer (Felix Mendelssohn)</p> <p>Key Vocabulary <i>Depict</i> – To represent something using music</p> <p>Outline of Main Tasks Create a word web to describe the pieces of music we have listened to</p>	<p>Learning objective To improvise as a group, using dynamics and pitch</p> <p>Key Vocabulary <i>Dynamics</i> – The volume of the music <i>Texture</i> – How many layers of sound the music has (thick or thin). <i>Conductor</i>- A person who directs the performance of an orchestra or choir, using hand signals.</p> <p>Outline of Main Tasks Explore using our voices to change the dynamics and pitch. One pupil will conduct the class using a range of ways to give instructions</p>	<p>Learning Objective To improvise as a group, using texture</p> <p>Key Vocabulary <i>Graphic score</i> – A way of writing down music on the page without using traditional stave notation, using symbols and images to represent the music. <i>Notate</i> – To write symbols to represent music. <i>Timbre</i>- The quality of sound, e.g. smooth, scratchy, twinkly.</p> <p>Outline of Main Tasks Explore the range of sounds that our voices can be. Explore adding sound texture as a group using a range of sounds, dynamics and pitches.</p>	<p>Learning objective To use knowledge of dynamics, texture and pitch to create a group composition</p> <p>Key Vocabulary <i>Composition</i>- A piece of music that has been created.</p> <p>Outline of Main Tasks Work in groups to make a ‘musical wave’. Take it turns to be a conductor and create their own graphic scores.</p>	<p>Learning Objective To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p> <p>Key Vocabulary Ensemble- A group of people who perform instrumental or vocal music.</p> <p>Outline of Main Tasks Practice reading out their poetic piece to baking music (Fingal’s cave). Perform their performance art for others</p>			<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> Engage in discussion about the sounds of an orchestral piece Have a selection of varied vocabulary in response to what they hear Change dynamics and pitch, differentiating between the two Take the role of conductor or follow a conductor Change texture within their group improvisation and talk about its effect Create a graphic score to represent sounds Follow the conductor to show changes in pitch, dynamics and texture
French Sport and the Olympics	<p>Learning Objective To express playing a sport using the correct verb and preposition</p> <p>Key Vocabulary Je joue Je fais</p> <p>Outline of Main Tasks Write the accurate sentences to match the co-ordinating images</p>	<p>Learning objective To express sporting preferences using an opinion verb, a second verb and an adjective</p> <p>Key Vocabulary J’adore / J’aime / Je n’aime pas / je deteste / Je prefere</p> <p>Outline of Main Tasks Use the sentence stems to complete the ideas. Read the passages and match them to the athlete</p>	<p>Learning Objective To express travel plans using the verb aller</p> <p>Key Vocabulary Je vais / Tu vas / Il va / Elle va</p> <p>Outline of Main Tasks Complete the close sentences all about where we are going</p>	<p>Learning objective To create sentences for a sports diary including opinion verbs, second verbs and adjectives</p> <p>Key Vocabulary Amusant / passionnant / cool / fatigant / rapide</p> <p>Outline of Main Tasks Translate the diary entries using French dictionaries and understanding of language/ root words. Write a basic diary entry about their own physical activity</p>	<p>Learning Objective To create a description using familiar language, a wide range of vocabulary and grammatical structures</p> <p>Key Vocabulary La flamme Olympique, le Drapeau Olympique, la medaille</p> <p>Outline of Main Tasks Research and write an informative paragraph for another class about the Olympic games.</p>			<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> To know whether to use the pronouns il – he, or elle – she, when describing someone. To know all subject pronouns in French and that je contracts to j’ when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.

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Computing Online safety	<p>Learning Objective To describe online issues that give us negative feelings and know how to get help</p> <p>Key Vocabulary Block – To stop online messages, emails or phone calls from being received. Report- To tell a trusted adult or online company about someone or something that makes people uncomfortable.</p> <p>Outline of Main Tasks Model how to create a poster to support others who are experiencing negative feelings using word/ PPT</p>	<p>Learning objective To explore the impact and consequences of sharing online</p> <p>Key Vocabulary Consent – Allowing something to happen. Screenshot- To make an image of what is shown on a device's screen so it can be copied, saved or shared.</p> <p>Outline of Main Tasks Create a scenario where sharing content online has a positive impact and where it has a negative impact – type up their scenarios to be shared with Year 5</p>	<p>Learning Objective To know how to create a positive online reputation</p> <p>Key Vocabulary Digital footprint – The content someone shares about themselves online. Reputation – The opinions and beliefs that a person has about someone or something. Anonymity- When someone's name or identity is unknown (e.g. using an avatar or nickname).</p> <p>Outline of Main Tasks Read the scenario about Sunny's online reputation and answer questions about how to best help him</p>	<p>Learning objective To describe how to capture bullying content as evidence</p> <p>Key Vocabulary Block – To stop online messages, emails or phone calls from being received. URL – The Uniform Resource Locator is the website address.</p> <p>Outline of Main Tasks Explore collecting evidence from a range of different applications/ websites and discussing how to best do this. Create a handy guide for year 5.</p>	<p>Learning Objective To manage personal passwords effectively</p> <p>Key Vocabulary Biometrics – Using fingerprints or face recognition to prove a person's identity and login to an account. Hacking – Malicious software used to gain unauthorised access to an online account or steal data without permission.</p> <p>Outline of Main Tasks Using 'accessing systems' as a starting point, create an informative resource for others in school regarding password and account safety.</p>	<p>Learning Objective To be aware of strategies that help protect people online</p> <p>Key Vocabulary Malware – Malicious software that collects personal and financial information. Phishing – When online scammers try to get hold of personal or financial information. Reliable source- A website, email, app or contact that can be trusted.</p> <p>Outline of Main Tasks Create an online safety infographic to display the importance of being safe online</p>		<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> • A digital footprint means the information that exists on the internet as a result of a person's online activity. • What steps are required to capture bullying content as evidence. • It is important to manage personal passwords effectively. • What it means to have a positive online reputation. • Some common online scams
PSHE Families and relationships	<p>Learning Objective To understand what we mean by respect and why it is important</p> <p>Key Vocabulary Respect – Valuing and showing consideration for others and their feelings. Courtesy- Polite and considerate behaviour towards others.</p> <p>Outline of Main Tasks Discuss who we respect inside and outside of school. Write a letter to someone you respect outlining why you respect them.</p>	<p>Learning objective To understand that respect is two-way and how we treat others is how we can expect to be treated</p> <p>Key Vocabulary Personal boundaries- Recognizing and respecting the physical and emotional limits of others.</p> <p>Outline of Main Tasks Create a resource to support others to show respect when: online, my friends, my peers, adults I know well and other adults</p>	<p>Learning Objective To explore other people's attitudes and ideas and to begin to challenge these</p> <p>Key Vocabulary Challenge – To question or dispute an existing idea or belief. Stereotype- A widely held but oversimplified and fixed idea about a particular group of people.</p> <p>Outline of Main Tasks Discuss how stereotypes can affect us every day. What is a stereotype that we can prove is untrue</p>	<p>Learning objective To understand stereotypes and be able to share information on them</p> <p>Key Vocabulary Message- A message is information conveyed through communication.</p> <p>Outline of Main Tasks Create a piece of media to inform others about how silly stereotypes can be.</p>	<p>Learning Objective To resolve disputes and conflict through negotiation and compromise</p> <p>Key Vocabulary Conflict – A serious disagreement or clash between individuals or groups. Resolve – To find a solution to a problem or conflict.</p> <p>Outline of Main Tasks Create a resolution guide outlining common conflicts and suggested steps for how to solve them.</p>	<p>Learning Objective To begin to understand the process and emotions relating to grief</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Look at the scenarios and feedback on the range of feelings people may have in each situation</p>		<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> • To know that a conflict is a disagreement or argument and can occur in friendships. • To understand the concepts of negotiation and compromise. • To understand what respect is. • To understand that everyone deserves respect but respect can be lost. • To understand that stereotypes can lead to bullying and discrimination. • To understand that loss and change can cause a range of emotions. • To know that grief is the process people go through when someone close to them dies.

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RE Hindus: How do Hindus see Brahman?	<p>Learning Objective To explain how many Hindus understand Brahman as ultimate reality or God</p> <p>Key Vocabulary Brahman - ultimate reality in Hindu Dharma Svetaketu - a character in a story of Hindu Dharma Omnipresent - belief that Brahman or God is present throughout the universe Aum - symbol used to represent Brahman and the sound of creation</p> <p>Outline of Main Tasks Summaries the story – outlining why Svetaketu was confused. Answer the questions.</p>	<p>Learning objective To explain the role of deities in Hindu Dharma and why the Trimurti is important to help explain qualities of Brahman</p> <p>Key Vocabulary Trimurti - three significant forms of Brahman Shiva - the deity who transforms the universe Vishnu - the deity who protects the universe Brahma - the deity who creates the universe Qualities - special characteristics of someone or something</p> <p>Outline of Main Tasks Write a response to the questions regarding the belief that Hindus believe in many gods.</p>	<p>Learning Objective To explain why puja is important in daily life</p> <p>Key Vocabulary Puja - rituals of worship performed by Hindus Symbolic - used to describe an action or object with a deeper meaning Deity - a god or goddess Murti - a physical representation of a deity, usually a statue</p> <p>Outline of Main Tasks Order the statements to sequence the key elements of puja. Write an explanation as to why you feel some items used in worship are significant to puja</p>	<p>Learning objective To describe how murti may be used in puja</p> <p>Key Vocabulary Deity - a god or goddess Murti - a physical representation of a deity, usually a statue Quality - a special characteristic of someone or something Puja - rituals of worship performed by Hindus</p> <p>Outline of Main Tasks Write a paragraph to explain the importance of murtis to many Hindus during puja</p>	<p>Learning Objective To describe what dharma is to different Hindus and how fulfilling this lead to good karma</p> <p>Key Vocabulary Dharma - a Hindu's personal duty to act with compassion Seva - serving others without expecting anything in return Karma - produced by a person's actions that influences what happens to them in their life or future lives Dana - generosity and giving to others through charity</p> <p>Outline of Main Tasks Explain the difference between dana and seva</p>	<p>Learning Objective To explain what samsara, moksha and karma means to Hindus</p> <p>Key Vocabulary Samsara - the cycle of life, death and reincarnation Moksha - achieving freedom from samsara and being one with Brahman Atman - a living being's soul</p> <p>Outline of Main Tasks Write a definition for the lessons three key words. Create a list of similarities and difference between the Hindu and Christian understanding of life.</p>		<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> • Outline the importance of puja • Identify key items used during puja • Identify the Hindu beliefs surrounding deities • Compare and contrast Hinduism with another familiar religion, such as Christianity