

Autumn 2- Year 6 Medium term plan

Subject	WK1	WK2	WK3	WK4	WK5	WK6	By the end of the unit children will know...
<p>Science</p> <p>Living things: Evolution and inheritance</p>	<p>New Core Knowledge I know that variation means any difference between individuals of a species. I know that a scar is an example of environmental variation. I know that blood type is an example of inherited variation.</p> <p>Key Vocabulary Variation – any difference between individuals of the same species</p> <p>Outline of Main Tasks Sort the animals by the variations using the hexagons to make links between animals and people</p>	<p>New Core Knowledge I know that an adaptation is an inherited characteristic that helps an organism survive.</p> <p>Key Vocabulary Adaptation – an inherited characteristic that helps an organism survive in its environment</p> <p>Outline of Main Tasks Match the adaptation – draw a story board of how these changes have taken place over time.</p>	<p>New Core Knowledge I know that polar bears have adaptations like large feet and long eyelashes. I know that camels have adaptations like a fatty hump, large feet, and long eyelashes.</p> <p>Key Vocabulary Trait- characteristic or feature of a living thing</p> <p>Outline of Main Tasks Label the adaptations for animals in 3 habitats – desert, ocean, forest</p>	<p>New Core Knowledge I know that the correct order of natural selection is: Variation → Advantages inherited → Survival of the fittest → Gradual change.</p> <p>Key Vocabulary Natural Selection – the process where organisms with helpful inherited traits are more likely to survive and reproduce, causing those traits to become more common over many generations.</p> <p>Outline of Main Tasks Research and create a poster/ report outlining how an animal has undergone this process</p>	<p>New Core Knowledge I know that fossils, variation, and genes are all used as evidence for evolution. I know that evolution is a gradual change over millions of years and affects all living things, not just animals</p> <p>Key Vocabulary Evolution – a gradual change in living things over millions of years, affecting all forms of life</p> <p>Outline of Main Tasks Create a diary entry as if they are Charles Darwin, outlining his research, beliefs and findings</p>		<p>Core Knowledge</p> <ol style="list-style-type: none"> I know that variation means any difference between individuals of a species. I know that a scar is an example of environmental variation. I know that blood type is an example of inherited variation. I know that an adaptation is an inherited characteristic that helps an organism survive. I know that polar bears have adaptations like large feet and long eyelashes. I know that camels have adaptations like a fatty hump, large feet, and long eyelashes. I know that the correct order of natural selection is: Variation → Advantages inherited → Survival of the fittest → Gradual change. I know that fossils, variation, and genes are all used as evidence for evolution. I know that evolution is a gradual change over millions of years and affects all living things, not just animals <p>Core Vocabulary Variation, adaptation, trait, natural selection, evolution</p>
<p>Geography</p> <p>Where does our energy come from?</p>	<p>New Core Knowledge I know that the Prime Meridian (Greenwich Meridian) is the line of longitude used to base time zones.</p> <p>Key Vocabulary Longitude – Imaginary vertical lines on a map or globe that show how far east or west a place is from the Prime Meridian Time Zone – An area of the world that uses the same standard time</p> <p>Outline of Main Tasks Use a world map to identify and label the Prime Meridian and compare the time in Greenwich with 2 other locations.</p>	<p>New Core Knowledge I know how to use grid references to locate features on a map. I know that contour lines on a map show the height of the land.</p> <p>Key Vocabulary Four-Figure Grid Reference – A simple grid reference using two numbers for the horizontal axis and two for the vertical axis to locate a square on a map Contour Line – A line on a map that joins places of the same height above sea level Elevation – The height of the land above sea level</p> <p>Outline of Main Tasks Using a variety of maps, identify key features and elements using four-figure grid references, contour lines and compass directions to support the accuracy of our readings.</p>	<p>New Core Knowledge I know that we need energy to light and heat buildings and to power transport.</p> <p>Key Vocabulary Energy – The power we use to make things work, such as lights, heating, and transport</p> <p>Outline of Main Tasks Look at a range of diagrams to identify and label the various sources of energy used in different buildings and modes of transport.</p>	<p>New Core Knowledge I know that hydropower generates electricity from the movement of water. I know that wind power is the most consumed renewable energy source in the UK.</p> <p>Key Vocabulary Renewable Energy – Energy that comes from natural sources that won't run out, like wind or water Electricity Generation – The process of producing electricity from different energy sources.</p> <p>Outline of Main Tasks Create an advertisement for energy providers to express the importance of energy and how we can be more sustainable.</p>	<p>New Core Knowledge I know that non-renewable energy sources will eventually run out. I know that non-renewable energy sources are widely used because they are currently easier to access and use.</p> <p>Key Vocabulary Non-Renewable Energy – Energy that comes from sources that will eventually run out, such as coal, oil, and natural gas Fossil Fuels – Non-renewable fuels formed from ancient plants and animals, including coal, oil, and gas Infrastructure – The systems and equipment (like power stations and pipelines) needed to produce and deliver energy</p> <p>Outline of Main Tasks Using a comparison chart, pupils explain why non-renewable energy sources are widely used today and why they will eventually run out</p>	<p>New Core Knowledge I know that countries trade energy to support each other and strengthen relationships. I know that renewable energy sources will never run out and are better for the environment.</p> <p>Key Vocabulary Sustainability – Using resources in a way that protects the environment for the future</p> <p>Outline of Main Tasks Using the information gathered through structured non-fiction reading, write a letter to our local MP to encourage them to support and prioritise the use of renewable energies.</p>	<p>Core Knowledge</p> <ol style="list-style-type: none"> I know that we need energy to light and heat buildings and to power transport. I know that hydropower generates electricity from the movement of water. I know that countries trade energy to support each other and strengthen relationships. I know that non-renewable energy sources will eventually run out. I know that renewable energy sources will never run out and are better for the environment. I know that wind power is the most consumed renewable energy source in the UK. I know that the Prime Meridian (Greenwich Meridian) is the line of longitude used to base time zones. I know how to use grid references to locate features on a map. I know that contour lines on a map show the height of the land. I know that non-renewable energy sources are widely used because they are currently easier to access and use. <p>Core Vocabulary Longitude, Time zone, four-figure grid reference, contour line, elevation, energy, non-renewable, fossil fuels, infrastructure, sustainability</p>

Autumn 2- Year 6 Medium term plan

<p>Art</p> <p>Sculpture – Making memories</p>	<p>New Core Knowledge I know that Joseph Cornell’s artwork is described as assemblage. I know that assemblage art is a three-dimensional collage made from collected or created items. I know that Joseph Cornell was inspired by things like maps, stars, and ballet.</p> <p>Key Vocabulary Assemblage 3-Dimensional</p> <p>Outline of Main Tasks Explore a range of pieces by the artist, using sketch and collage with magazines to explore the process involved.</p>	<p>New Core Knowledge I know that Louise Nevelson liked to use black and gold in her large abstract sculptures.</p> <p>Key Vocabulary Abstract</p> <p>Outline of Main Tasks Explore her work and explore the intricacies. Work to make comparisons between the two artists studied.</p>	<p>New Core Knowledge I know that cardboard can be changed by folding, cutting, and layering.</p> <p>Key Vocabulary Technique Form</p> <p>Outline of Main Tasks Explore different techniques to join, fold, layer, cut and arrange cardboard of different thicknesses. Explore and evaluate each technique as they move along. Explore the difference between controlled and uncontrolled techniques and their effects</p>	<p>New Core Knowledge I know that relief is the name given to 3D art that projects from a base.</p> <p>Key Vocabulary Relief</p> <p>Outline of Main Tasks Explore 3D textural work (both of artists and that completed the previous session by their peers) taking careful not of the composition, arrangement and techniques used in the piece. Use Donatello, Barabara Hepworth and Josh Gluckstein as 3 examples. Compare their style, time period, techniques and media.</p>	<p>New Core Knowledge I know that sculptures can be literal (realistic) or abstract (non-realistic).</p> <p>Key Vocabulary Literal</p> <p>Outline of Main Tasks Create a sculptural piece from a still life focus – fruit. Complete 2 studies – 1 abstract and 1 realistic.</p>	<p>New Core Knowledge I know that art can be created to celebrate or to remember something.</p> <p>Key Vocabulary Emotive</p> <p>Outline of Main Tasks Use all skills to complete a final artistic piece of work, allowing opportunity for sharing and expression of their artistic journey.</p>	<p>Core Knowledge I know that Joseph Cornell’s artwork is described as assemblage. I know that assemblage art is a three-dimensional collage made from collected or created items. I know that Joseph Cornell was inspired by things like maps, stars, and ballet. I know that Louise Nevelson liked to use black and gold in her large abstract sculptures. I know that relief is the name given to 3D art that projects from a base. I know that cardboard can be changed by folding, cutting, and layering. I know that sculptures can be literal (realistic) or abstract (non-realistic). I know that art can be created to celebrate or to remember something.</p> <p>Core Vocabulary Assemblage, 3-Dimensional, abstract, technique, form, relief, literal, emotive5</p>
<p>Music</p> <p>Film music</p>	<p>LO: To appraise different musical features in a variety of film contexts</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To identify and understand some composing techniques in film music</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To use graphic scores to interpret different emotions in film music</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To create and notate musical ideas and relate them to film music</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To play a sequence of musical ideas to convey emotion</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms ‘major’ and ‘minor’. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film
<p>French</p> <p>In my French House</p>	<p>LO: To describe houses in French</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To write a description of a house in French</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To use prepositions to describe the position of items in the bedroom</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To use prepositions to describe the positions of objects in the bedroom</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>LO: To write a letter describing my home</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> Understand the French words for different types of houses and their rooms. Ask and answer questions using vocabulary about houses and rooms. Remember and understand the elements of a house and family. Use a writing frame to create a written description of their house. Label things in a bedroom and use the related vocabulary in simple sentences. Use prepositions accurately, both verbally and in written sentences.

Autumn 2- Year 6 Medium term plan

							<ul style="list-style-type: none"> Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.
<p>Computing</p> <p>Exploring AI</p>	<p>LO: To explore the basics of AI</p> <p>Key Vocabulary AI- Artificial Intelligence is the technology that enables machines to think and learn like humans Applications- Ways in which technology or software is used to perform tasks</p> <p>Outline of Main Tasks Explore a variety of uses for AI and use this to come up with their own use of AI using the handout 'AI solutions'</p>	<p>LO: To recognise how AI processes and responds to text prompts</p> <p>Key Vocabulary Generate – To produce or create something Prompt – An instruction that gives an action or response. Refine- To improve or make something more precise.</p> <p>Outline of Main Tasks Explore how prompts are used to control AI. Generate prompts of our own to see how we can get more specific results.</p>	<p>LO: To recognise how AI can be used to explore and generate images</p> <p>Key Vocabulary Authenticity – Being genuine or real Output- The result produced by a system or process</p> <p>Outline of Main Tasks Look at a range of AI-generated images and match the prompt to the image. Work in pairs to generate images for their friend's prompt.</p>	<p>LO: To apply AI-generated HTML code to the website Trinket</p> <p>Key Vocabulary HTML – Hypertext Markup Language is a language for creating webpages. Modify- To change or alter something</p> <p>Outline of Main Tasks Use trinket-HTML to explore and revisit the AI generated website coding. Discuss what has worked and what may need to be changed and checked for errors.</p>	<p>LO: To debate the ethical implication of AI</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Use the knowledge from the topic so far to create a range of debate arguments. Use these to express opinions clearly and with a clear ethical consideration.</p>		<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> Explain what AI is and its basic functions. Identify real-life applications of AI that are commonly used in everyday life. Identify how AI understands and processes text and image prompts. Generate and refine prompts to achieve the best possible response from AI. Identify how AI generates code and how it can be useful in web design. Identify how AI can be a useful starting point for a project. Explain the key ethical considerations of AI. Debate the potential of AI replacing human roles, presenting well-structured arguments.
<p>PSHE</p> <p>Safety and the Changing Body</p>	<p>LO: To begin to understand the risks of alcohol</p> <p>Key Vocabulary <i>Alcohol</i> – A drink that can make people feel and act differently.</p> <p>Outline of Main Tasks Record and sort a list of consequences for drinking into long and short term consequences</p>	<p>LO: To start to become a discerning consumer of information online</p> <p>Key Vocabulary <i>Authenticity</i> – The quality of being authentic; not false or copied, genuine and real. <i>Clickbait</i> – Where website trick users with exciting or shocking titles to make you click. <i>Credibility</i> – How much you can trust someone or something to be true and honest</p> <p>Outline of Main Tasks Complete an investigation to evaluate the credibility of a variety of online search results</p>	<p>LO: To understand that online relationships should be treated in the same way as face to face relationships</p> <p>Key Vocabulary Bullying – Intentional behaviour that hurts someone else. Usually it is repeated over a long period of time. Cyberbullying – Bullying that takes place online</p> <p>Outline of Main Tasks Explore a range of scenarios involving relationships and vote to decide whether the actions are acceptable or unacceptable. Work to create solutions to each problem</p>	<p>LO: To understand the changes that happen during puberty</p> <p>Key Vocabulary Anatomical language for body parts</p> <p>Outline of Main Tasks Discuss the ways in which bodies can change during puberty and work to support others by offering support using scenarios,</p>	<p>LO: To understand the biology of conception</p> <p>Key Vocabulary Conception – The fertilisation of an egg by a sperm. The beginning of pregnancy Fertilise – The part of reproduction when the male and female sex cells fuse together Sperm- A cell made by males. These cells fertilise the eggs made by a female and a baby starts to form</p> <p>Outline of Main Tasks Discuss the stages of the conception process, addressing any questions as they arise. Pupils will then sequence the stages to support their understanding</p> <p>Discussion regarding 'age of consent will take place and link to prior learning surrounding consent.</p>	<p>LO: To understand the development of a baby during pregnancy</p> <p>Key Vocabulary Pregnancy – The process and series of changes that take place in a woman's body because of having a developing human within her</p> <p>Outline of Main Tasks Work in small groups to make a resource to demonstrate either how a baby develops during pregnancy or what a baby needs in the first months of life.</p>	<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> Understand some of the reasons adults decide to drink or not drink alcohol. Understand some ways to check that a news story is real. Understand how they should behave online and the impact negativity can have. Understand of changes that take place during puberty. Understand the menstrual cycle and that a male and a female are needed to conceive a baby. Understand that a baby changes in the womb and some of the baby's requirements during the first months of life. Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given

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RE	LO: Key Vocabulary Outline of Main Tasks	LO: Key Vocabulary Outline of Main Tasks	LO: Key Vocabulary Outline of Main Tasks	LO: Key Vocabulary Outline of Main Tasks	LO: Key Vocabulary Outline of Main Tasks		
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