

<b>Key Literacy Texts:</b> The Explorer		<b>Locality Links:</b> Water's Edge Far Ings Nature Reserve Pebble Beach		<b>Visits/experiences/hooks</b> The Ropewalk (sculpture) Pebble Beach Local serviceman visit (SH)		<b>Artist of the term</b> Andy Goldsworthy (use social media to reach out to local artists - a mixed-media focus)		<b>Author of the term</b> Katherine Rundell				
<b>Writing Outcomes:</b> Poetry, instructions, narrative, recount, biography, non-chronological report				<b>Links to the world of work:</b> Botanist / nature Pilot (text link) Artists (local links) Engineer (DT and ICT link)				<b>Key artefacts/resources:</b> Primary and secondary historical sources Outdoor art resources Maps, globes, atlases				
	<b>Writing</b>	<b>Reading</b>	<b>Maths</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>PSHCE</b>	<b>RE</b>	<b>DT</b>	<b>PE</b>	<b>ICT</b>	<b>Music</b>
<b>New Learning</b>	<p>To write narrative poem (site of plane crash). To use repetition for a purpose. To use metaphor to describe in detail.</p> <p>To write a persuasive text (deforestation). To use pronouns, rhetorical questions and repetition for a purpose. To use emotive language and explain its effect.</p> <p>To write a set of instructions. To use formality to address a specific audience. To use technical language accurately.</p> <p>To write a settings description (Page 65). To use language drawn from models. To use strong language to describe settings and emotion.</p> <p>To write an eye-witness account (encounter with eel). To use a range of adverbials. To use language to shock the reader.</p> <p>To write a biography (Page 94). To draw on research to write accurately. To use brackets and dashes to add extra information.</p> <p>To write a non-chronological report. To use paragraphs, headings and sub-headings.</p>	<p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make comparisons within and between texts.</p> <p>To explain how meaning is enhanced through word choices and phrases.</p> <p>To explain the meanings of words in context.</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make comparisons within and between texts.</p>	<p>Number, place value and rounding (numbers to 10000000, differences between positives and negatives)</p> <p>Adding and subtracting large and small numbers (including missing numbers &amp; estimating)</p> <p>Long multiplication and division (formal written methods to 3-digits by 2-digits)</p> <p>Working with fractions (addition &amp; subtraction, multiplication and division of fractions)</p> <p>Fractions, decimals, percentages</p> <p>FDP equivalences, percentages of money, problem solving)</p> <p>Ratio &amp; Proportion (Problems involving relative sizes of two quantities)</p> <p>Solving problems with larger numbers (using all operations)</p> <p>Algebra (solve possibilities problems and link to formulae, identify unknown numbers in algebraic sentences)</p> <p>Fractions, Decimals, Percentages</p> <p>Use percentages for comparison, multiply</p>	<p><b>Life Cycles</b></p> <p>TBAT recognise that all living things have life cycles. (SB) Research and secondary sources.</p> <p>TBAT research and draw the life cycle of an animal. (SB) Research and secondary sources.</p> <p>TBAT put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals and put invertebrates into slugs, snails, worms, spiders and insects. (AB) Patterns + relationships.</p> <p>TBAT try and grow new plants from different parts of the parent (eg seeds, root cuttings, bulbs etc) and make observations. (AB) Changes over time.</p> <p>TBAT record the growth of a living thing. (SB) Patterns + relationships.</p> <p>TBAT observe and record the stages in the life cycle of a living thing. (SB) Patterns + relationships.</p> <p>TBAT describe the life cycle of plants. (AB) Research and secondary sources.</p> <p>TBAT describe the life cycle of a mammal and a bird. (SB) Patterns + relationships.</p> <p>TU about metamorphosis. (SB) Research and secondary sources.</p> <p>TBAT describe the life cycle of humans. (SB) Research and secondary sources.</p> <p>TBAT to compare the cycle of humans with plants. (AB) Patterns + relationships.</p>	<p>To position the Ancient Aztec civilisation on a timeline.</p> <p>To create a timeline of events of the deforestation (chronological understanding).</p> <p>To learn who the Aztecs were and where did they come from.</p> <p>To contrast the Aztec civilisation with British way of living (concurrent)</p> <p>To learn about the Aztec city of Tenochtitlan e.g. early inventions of aqueducts, canals and causeways.</p> <p>To use a range of key vocabulary to indicate time e.g. decades, centuries</p> <p>To use a range of words related to history in general as well as periods of history e.g. empire, civilisation</p> <p>To know when and what the Stone Age was (changes and development in British civilisations - farming).</p>	<p>To locate a range of countries on a world map.</p> <p>I can confidently use maps, atlases, globes and digital computing to locate countries and describe features of the landscape.</p> <p>I understand position and significance on a range of maps. (hemispheres, latitude and longitude, tropics)</p> <p>To know and calculate with time zones across the world.</p> <p>To study the region of South America (Brazil).</p> <p>To know how physical and human geography has changed in Brazil over time.</p> <p>To create a timeline of events of deforestation (changes of time).</p> <p>To identify similarities and differences between South America and the United Kingdom (Barton local area study).</p>	<p><b>Transition to secondary school - Year 6 pupils.</b></p> <p>To know who I can talk to if I want help and advice about moving to secondary school.</p> <p>To know that change can be exciting and daunting.</p> <p>To know how to support each other through change.</p> <p>To know how to stay true to myself despite external pressures and changes.</p> <p>To identify situations of peer pressure in groups and know what to do about it.</p> <p>To know what the effects of physical activity and sleep are on mood.</p> <p>To know what foods constitute a healthy diet.</p> <p>To know what ingredients are in energy drinks and to understand whether or not they are safe to drink and to know healthy alternatives.</p> <p>To design a healthy pack-up/diet for a week at secondary school.</p> <p>To know what the term economic well-being refers to.</p> <p>To know some current and past entrepreneurs are and identify the skills</p>	<p>Y6 Hinduism</p> <p>To develop religious literacy using faith-specific vocabulary.</p> <p>To know the key beliefs that practising Hindus follow: Brahman, Samsara, Trimurti, Moksha, Dharma, Karma</p> <p>To present knowledge of key Hindu beliefs (concept map).</p> <p>To understand rights of passage (birth).</p> <p>To compare stages in my own life to Hindu rights of passage.</p> <p>To know how Hindus mark death and what this means.</p> <p>To compare the Hindu marking of death to other religions.</p> <p>To reflect on my own experiences of key stages in my own life and offer my opinion.</p> <p>To use secondary sources, facts and opinions to debate a key question, e.g. "What should happen if you don't carry out your duties?"</p>	<p><b>Forces - levers / model / structure / joints materials</b></p> <p>TBAT identify some simple mechanisms including levers, gears and pulleys. (SB) RSS</p> <p>TBAT measure the force needed to lift weights using a lever. (SB) CFT</p> <p>TU that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. (AB) CFT</p> <p>Project linked to creating a pulley or lever system (Orkney study - moving a boulder without access to a crane etc.)</p>	<p><b>Performance Dance</b></p> <p>To create part of a dance sequence.</p> <p>To refine a performance.</p> <p>To perform part of a dance sequence.</p> <p>To perform a complex dance sequence.</p> <p><b>Athletics</b></p> <p>To improve jumping technique.</p> <p>To improve triple jumping technique.</p> <p>To pass a relay baton at speed.</p> <p>To run a curve maintaining speed.</p> <p>To run using appropriate pace and tactics.</p> <p>To throw for distance.</p> <p>To throw for distance using</p>	<p><b>E-safety</b></p> <p>To understand that you have to make choices when using technology and that not everything is true or safe.</p> <p>To discuss the risks of online use of technology.</p> <p>To identify how to minimise risks when working online.</p> <p><b>Orkney Isles study:</b></p> <p>To use technology for a specific project.</p> <p>To analyse information.</p> <p>To evaluate information.</p> <p>To understand how search results are selected and ranked.</p> <p>To design, write and debug a computer program that accomplishes specific goals.</p> <p>To use sequence,</p>	<p>Music Express Year 6</p> <p>Songwriter - Exploring lyrics and melody p26 - p33</p> <p>To learn the relationship between song words and the music.</p> <p>To invent an alternative ostinato</p> <p>To perform the song with new ostinato parts.</p> <p>To discuss the lyrics of two folk songs which convey the same mood.</p> <p>To discuss the mood, cultural, historical and social meaning of the lyrics of Hard times blues.</p> <p>To create a list of familiar songs that have a historical or social context.</p> <p>To discuss features of songs</p> <p>To learn, practise and</p>

	<p>To use commas and conjunctions to construct multi-clause sentences.</p>	<p><b>To explain how meaning is enhanced through word choices and phrases.</b></p> <p><b>To explain the meanings of words in context.</b></p>	<p>proper fractions, reduce fractions to simplest form)</p> <p>Properties of shapes</p> <p>(Parts of a circle, draw and describe properties of triangles &amp; quadrilaterals, use nets to make 3D shapes, estimate &amp; measure angles</p> <p>Problems involving measure</p> <p>(Converting standard units of measurement, converting between imperial and metric units)</p> <p>Using data</p> <p>Construct line graphs from given data</p> <p>Interpret pie charts and connect to fractions and percentages</p> <p>Construct pie charts and relate them to angles</p>	<p>TBAT describe the changes that occur as humans develop into old age. (SB/AB) Changes over time.</p> <p>TBAT describe and sequence parts of plant and animal life cycles in the local environment. (SB) Research and secondary sources.</p> <p>TBAT describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (AB) Research and secondary sources.</p> <p>TBAT plan an outdoor investigation. (SB) CFT</p> <p>TBAT present data collected over time. (SB) Research and secondary sources.</p> <p>TK what the terms 'sexual reproduction' and asexual reproduction' mean (AB) Research and secondary sources.</p> <p>TBAT describe the life process of reproduction in some plants and animals. (AB) Research and secondary sources.</p> <p>AB - assessment booklet SB - science bug</p>	<p>To research early humans and the Palaeolithic period</p> <p>To know what was found at Orkney and why it is important (prehistoric settlement). Link to current digs and settle findings.</p> <p>To research how people lived in the Neolithic period and how this is the same/different to the Aztec civilisation.</p> <p><b>Throughout topic:</b> To use and challenge historical sources.</p> <p>To ask a range of questions linked to sources from sources to understand change over time.</p> <p>To select information from sources to answer questions.</p>		<p>needed for this career path.</p> <p>To understand the concept of: - a budget - income</p> <p>-expenditure - debt - balancing the books</p> <p>To understand the significance of smoking, solvents and drug on our bodies and health</p> <p>To recognise the link between string negative emotions and poor mental health.</p> <p>To know when we can get support</p> <p>To create our own self belief</p> <p>To use calming and relaxation techniques.</p>	<p><b>Y6 Islam</b></p> <p><b>To develop religious literacy using faith-specific vocabulary.</b></p> <p><b>To understand aqiqah and compare to other traditions.</b></p> <p><b>To research how Muslims and celebrate marriage and compare this to other traditions.</b></p> <p><b>To use secondary sources to know how Muslims mark death.</b></p> <p><b>To use secondary sources, facts and opinions to debate a key question, e.g. "It doesn't matter whether God exists or not."</b></p> <p><b>Y5 Expressing beliefs through the arts</b></p> <p>TBAT explore creative expression in religion: art, architecture and sculpture</p> <p>TBAT explore create expression in religion: music, dance and drama</p> <ul style="list-style-type: none"> <li>• methodist faith examples</li> <li>• Jewish faith examples</li> <li>• Muslim faith examples</li> </ul> <p>TBAT connect beliefs and the way people live</p>	<p><b>ART</b></p> <p>To use a range of materials creatively to design and make products</p> <p>To develop an awareness of types of art.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>To look at the work of Andy Goldsworthy and making links to their own work.</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of natural materials</p> <p>To evaluate and analyse creative works using the language of art, craft and design</p>	<p>techniques for power.</p> <p><b>Athletics</b> To improve jumping technique.</p> <p>To improve triple jumping technique.</p> <p>To know how exercise affects fitness and wellbeing.</p> <p>To throw for distance using different techniques.</p> <p>To communicate knowledge.</p> <p>To throw for distance using different techniques.</p> <p>To know how exercise affects fitness and wellbeing.</p>	<p>selection and repetition in programs.</p> <p>To use logical reasoning to explain how some simple algorithms work</p> <p>To select, use and combine a variety of software..</p>	<p>play a chord sequence</p> <p>To discuss how we can create lyrics for a blues song.</p> <p>To invent lyrics for a blues song and to create a melody to accompany.</p> <p><b>MFL</b></p> <p><b>Year 5/6 following scheme of work</b></p>
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Year Group: Year 6

Topic Map: Survival

Term: Summer 2