

**Year 6 Medium Term Plan – wonderful water**

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| **Term**  | Autumn 1 2024 |
| **Key text** | The Explorer by Katherine Rundell |
| **Key Vocabulary** | River, flood, water, water cycle, precipitation, transpiration, evaporation, lake, ocean, sea, erosion, deposition |
| **Ongoing objectives through this topic** | * Understand where the main rivers are on earth, how rivers are formed, where they lead to, how rivers change shape, how we use them as humans, how ecological issues affect rivers and how the water cycle affects rivers.
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| **Topic curriculum coverage and content** |
| **Lesson WALT** | **Subject covered within lesson** | **Curriculum content covered within lesson** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: Understand where our water comes from | **Geography**  | * 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).
 | Children can* Understand where water originally comes from.
* Understand how it travels around the earth.
* Understand where the main oceans are on the planet.
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| Lesson 2 WALT: Understand where the main rivers of the world are  | **Geography**  | * Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
 | Children can* Recognise the main countries on our planet and the shape.
* Understand what makes a significant river.
* Understand where the major rivers are on our earth
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| Lesson 3 WALT: Understand features of a river  | **Geography**  | * Recognise the different shapes of countries
* Identify the physical characteristics and key topographical features
 | Children can* Identify what the features of a river are.
* Understand how to use the knowledge of features to recognise and label a river.
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| Lesson 4 WALT: Erosion and deposition  | **Geography**  | * Know about changes to world environments over time
 | Children can* Understand what erosion and deposition means.
* Understand how rivers change over time.
* Understand why rivers change shape over time using specific language.
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| Lesson 5 WALT:Understand how we use river  | **Geography**  | * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
 | Children can* Understand the human geographical uses of rivers.
* Understand the significance of rivers to our earth.
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| Lessons 6 WALT: Understand what causes flooding  | **Geography**  | * Understand why people seek to manage and sustain their environment
 | Children can* Understand what flooding is.
* Understand what the main causes for flooding are.
* Understand the implications of flooding.
 |
| Lesson 7 WALT: Understand the water cycle  | **Geography**  | * Know about changes to world environments over time.
 | Children can * Understand the main elements of the water cycle.
* Understand how the water cycle works.
* Understand how the water cycle affects rivers.
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| Lesson 8 WALT: understand the impact of the water cycle on rivers  | **Geography**  | * Know about changes to world environments over time.
 | Children can * Understand how to create a project to show what they have learnt about rivers and the water cycle as a summative assessment.
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| **Discrete Teaching** |
| **Lesson WALT** | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: give reasons for classifying animals based on their similarities and differences. | **Science** **Living things and their habitats**  | * 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.
* Give reasons for classifying plants and animals based on specific characteristics.
* Investigate and understand the life and work of
* Libbie Hyman (classification)
* Science investigations
* Group and sort, pattern seeking, secondary sources
 | Lesson 1 children* Can sort and group animals based on their features.
* can give reasons for the way I have classified animals.
 |
| Lesson 2 WALT: describe how living things are classified into groups | Lesson 2 children * can describe who Carl Linnaeus was.
* can explain how living things are classified using the Linnaean system.
* can classify living things using the Linnaean system.
 |
| Lesson 3 WALT:classify a creature based on its characteristics. | Lesson 3 children * can identify different types of animals.
* can match the types of animals to their characteristics.
* can design a creature that has a set of characteristics of one type of animal.
* can classify creatures based on their characteristics.
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| Lesson 4 WALT:describe and investigate helpful and harmful microorganisms | Lesson 4 children * can identify types of microorganism.
* I can describe helpful and harmful microorganisms.
* I can investigate harmful microorganisms.
 |
| Lesson 5 WALT: identify the characteristics of different types of microorganisms. | Lesson 5 children* can draw conclusions from my results.
* can describe and compare the structure of different cells.
* can describe the characteristics of different microorganisms.
* can design a microorganism using these characteristics.
 |
| Lesson 6 WALT: classify organisms found in my local habitat | Lesson 6 children * can group living things according to whether they are plants or animals.
* can classify living things according to their characteristics.
* can give reasons for the classification of different organisms.
* can identify the characteristics of different groups of organisms.
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| Lesson 1 WALT:  | **ICT** | **Using a computer** * Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.
* Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.
 | Lesson 1 children will |
| Lesson 2 WALT:  | Lesson 2 children will |
| Lesson 3 WALT:  | Lesson 3 children will |
| Lesson 4 WALT:  | Lesson 4 children will |
| Lesson 1 WALT: To know the story and meaning behind Passover  | **RE** | Five Fingers of Faith: Star of David/Jews/ Yahweh, Moses/Synagogue/Torah/ Rosh Hashannah/Yom Kippur/Sukkhot/Hannukkah/Passover* Autumn Equinox 22nd September. (Buddhist)
* · Rosh Hashanah 2nd – 4th October. (Jewish New Year)
* · Harvest 4th October. (Christian)
* · Navaratri 3rd - 12th October. (Hindu)
* · Sukkot 16th – 23rd October. (Jewish)
 | Lesson 1 children will* Be able to understand where the teachings come from
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| Lesson 2 WALT: To know the story and meaning behind Passover | Lesson 2 children will* Be able to understand the importance of Passover and know the story of Passover
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| Lesson 3 WALT: Know how faith helps Jewish people when life gets hard | Lesson 3 children will* Be able to understand how religious texts help people in need.
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| Lesson 4 WALT: Understand how Rosh Hashanah is celebrated  | Lesson 4 children will * Be able to understand the significance of Rosh Hashanah and how it is celebrated
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| Lesson 5 WALT: What does the Torah teach us about conflict  | Lesson 5 children will * Be able to know that the religious book of Judaism is the Torah
* Be able to understand how it is used and how it related to conflict in Judaism
 |
| Lesson 6 WALT: understand the importance of Sukkot in the Jewish faith  | Lesson 6 children will* Be able to understand about Sukkot and its significance to the Jewish faith as well as how it is celebrated.
 |
| Lesson 1 WALT: Understand and perform different rhythms using body percussion.  | **Music**  | * Listen with attention to detail and recall sounds with increasing aural memory
* Appropriately discuss the dimensions of music and recognise them in music heard
* Listen with attention to detail and recall sounds with increasing aural memory and accuracy
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
 | Lesson 1 children will * Repeated pulse and rhythms as class and groups.
* Developing small group body percussion rhythms – add words to keep the beat
* Perform to class.
* Who is Anna Meredith?
 |
| Lesson 2 WALT: Understand pitch, timbre and melodies within music.  | Lesson 2 children will* Recap names of instruments and groups.
* Recognise different pitches and timbres.
* Play a range of familiar melodies using glockenspiels.
* ICT – music program same melody different instrument
* Who is Bob Marley?
 |
| Lesson 3 WALT: Understand duration and tempo within a piece of music. | Lesson 3 children will * Play melody at different tempos.
* Spot different tempos within music pieces.
* Who is Beethoven?
 |
| Lesson 4 WALT: Listen to and appreciate elements within music |  |  | Lesson 4 children will * Identify musical instruments used (timbre) and tempo within pieces.
* Describe emotions evoked by the music giving reasons.
* Who is Benjamin Britten?
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| Lesson 5 WALT: Understand dynamics within a composition (varying the volume of sounds)  |  |  | Lesson 5 children will * Demonstrate dynamics using tuned percussion
* Match dynamics words and their meanings
* Pianissimo means 'very quiet'.
* Forte means 'loud'.
* Crescendo means 'getting gradually louder'
* Identify these within a range of music.
* Who is Tchaikovsky?
 |
| Lesson 6 WALT: Understand structure within pieces of music. |  |  | Lesson 6 children will * Identify verse chorus structures within pop songs.
* Identify repeats.
* Sing using chorus and verse structure.
* Who is Elvis Presley?
 |
| Lesson 7 WALT: Appreciate and understand elements of music from different genres |  |  | Lesson 7 children will * Listen to each piece and identify different elements from beat, rhythm, tempo, pitch, dynamics and structure.
* Choose pieces to illustrate different elements for a younger audience.
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| **Year 6 – French**  | **French**  | * listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* read carefully and show understanding of words, phrases and simple writing
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* describe people, places, things and actions orally\* and in writing
* understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
 | **Year 6**  |
| Lesson 1 WALT: Who lives where? | Lesson 1 children * show how verbs change depending on the subject
* join in a song with familiar structures
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| Lesson 2 WALT: Go to school to learn | Lesson 2 children* explain to someone why I do something
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| Lesson 3 WALT: Where is the library? | Lesson 3 children* locate new vocabulary in a bilingual dictionary
* describe the position of places in French towns
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| Lesson 4 WALT: Maths  | Lesson 4 children * use French terms for mathematical activities
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| Lesson 5 WALT: Welcome to my home  | Lesson 5 children* follow and respond to an audio presentation
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| Lesson 6 WALT:Ordinal numbers  | Lesson 6 children* identify and apply spelling patterns
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| **Year 6** | **PSHE -**  | * Understand the link between thoughts, feelings and behaviours
* Understand the concept and impact of positive thinking
* Recognise and manage uncomfortable feelings
* Understand the importance of making good choices
* Use mindfulness techniques in my everyday life
* Apply a growth mindset in everyday life
 | **Year 6 –**  |
| Lesson 1 WALT: understand the link between thoughts, feelings and behaviours. | Lesson 1 children* describe how their thoughts, feelings and behaviours influence each other
* discuss the impact negative thoughts can have on ourselves and others
 |
| Lesson 2 WALT:understand the concept and impact of positive thinking. | Lesson 2 children* begin to explain the range and intensity of their feelings to other;
* recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
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| Lesson 3 WALT: understand the importance of making good choices. | Lesson 3 children * their actions affect themselves and other
* make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’
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| Lesson 4 WALT: use mindfulness techniques in my everyday life. | Lesson 4 children* understand how mindfulness techniques can be used in their everyday lives;
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| Lesson 5 WALT:apply a growth mindset in my everyday life | Lesson 5 children * - describe the difference between a growth mindset and a fixed mindset
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| **Year 6**  | **Art**  | * Develop different ideas and explain his/her choices for the materials and techniques used evaluating their use.
* Investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work linking their work to that of well-known artists/designers.
* Evaluate his/her work against the intended outcome and other similar pieces of work.
* Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished work.
* Select ideas based on first hand observations, experience or imagination and develop these through open ended research.
* Refine his/her use of learnt techniques.
* Describe and evaluate the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
* Explain and justify preferences towards different styles and artists. (Think critically)

Techniques (Willow Pattern Plate- Stories and symbols)Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.Create intricate printing patterns by modifying sketchbook designs.Develop and refine skills in using clay including slabs and coils.Explore intricate designs when working with clay. Use different techniques, colours and textures when designing and making pieces of work and compare their choices to famous artists work.Design Technology Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.Evaluate their ideas and products against their own design criteria and consider the views of others to improve their workApply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. |  |
| **Year 6 –**  | **PE** | **P.E – football/fitness** * Part of our P.E will be taught by school sports coaches this term they will deliver Gym.

**Cross country** * Vary the pace of running
* Keep a steady pace for an increasing time
* Describe, demonstrate and spot good running form.
* Identify activities to improve stamina.
 | **Year 6 –**  |
| Lesson 1 WALT: Pace ourselves and use teamwork  | Lesson 1 children will* Learn an introduction to pacing and its uses in cross country and use their teamwork skills
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| Lesson 2 WALT: use pace to help us improve our running  | Lesson 2 children will* Use timed laps to help them understand their pace and keep alternating their pace when running in a rectangle each side will be a different pace
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| Lesson 3 WALT: increase our stamina when running  | Lesson 3 children will* Use parloof to help them increase their stamina and work on their teamwork skills
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| Lesson 4 WALT: use sprinting to help our timings  | Lesson 4 children will* Use reaction to help them increase their sprint times and running style
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| Lesson 5 WALT: revisit stamina to keep improving  | Lesson 5 children will* Use pursuit to help them improve their stamina
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| Lesson 6 WALT: revisit pace to use time to help our scores  | Lesson 6 children will* Use pursuit to help them improve their pace
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