



Year 6 Medium Term Plan – Frozen Kingdom

2024-2025



Term	Spring		
Key text	Race to the Frozen North by Catherine Johnson,		
Key Vocabulary	Antarctic, Arctic, expedition, explorer, glacier, North Pole, South Pole, tundra, biome, permafrost, Northern Hemisphere, Southern Hemisphere, latitude, longitude, equator, Inuit		
Ongoing objectives through this topic	Geography - Understand about weather patterns around the world and relate these to climate zones, know about changes to world environments over time and about the polar regions. History - Make comparisons between aspects of periods of history and the present day PHSE- One world- Understand why people seek to manage and sustain their environment.		
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: <u>identify and understand what the polar regions of the Arctic and Antarctica are like</u>	Geography	<ul style="list-style-type: none">- 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 will <ul style="list-style-type: none">- Understand and explain what longitude, latitude, equator and prime meridian means- Know which hemisphere Arctic and Antarctic circles and England are in
Lesson 2 WALT: <u>understand the causes of the polar climate and seasons in reference to the rest of the world</u>	Geography	<ul style="list-style-type: none">- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world	Children will <ul style="list-style-type: none">- Be able to use lines of latitude and longitude to read and write four and six-figure grid references- Use four and six-figure grid references for places within Antarctica

Lesson 3 WALT: <u>understand how animals have adapted to the polar environment</u>	Geography	<ul style="list-style-type: none"> - Understand about weather patterns around the world and relate these to climate zones - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	Children will <ul style="list-style-type: none"> - Know the difference between weather and climate - Know what a biome is - Know what the polar biome (climate, animals, plants) of the Arctic and Antarctica is and compare them
Lesson 4 WALT: <u>understand how plants have adapted to the polar environment</u>	Geography	<ul style="list-style-type: none"> - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Children will <ul style="list-style-type: none"> - Know who Inuit's are - Know how they adapt to their environment - Understand some of their customs and traditions
Lesson 5 WALT: <u>understand how the Nenets have adapted to the Arctic environment</u>	Geography	<ul style="list-style-type: none"> - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
Lesson 6 WALT: <u>understand climate change issues in Polar regions</u>	Geography	<ul style="list-style-type: none"> - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
Lesson 7 WALT: <u>explore Megan Coyle- Orange Plain</u>	DT /Art	<ul style="list-style-type: none"> - Describe the work and ideas of various artists - Explore how artist develop their skills and control their art - Using textures to create collage 	Children will <ul style="list-style-type: none"> - Identify how artists use collage - Use collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. -

Lesson 8 WALT: <u>Collage recyclable ice caps art</u>	DT	<ul style="list-style-type: none"> – Develop their techniques, including their control – Use materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design – Take inspiration from Orla Kiely Textiles artists 	Children will <ul style="list-style-type: none"> - Identify how textiles can be graphic, patterned - Choose and explain their choices – WHY - Create a collage /patchwork textile art
English unit link: <u>biographies - Matthew Henson and Robert Falcon Scott</u>	History	<ul style="list-style-type: none"> - Give some reasons for some important historical events - Robert Falcon Scott and Matthew Henson - Make comparisons between aspects of periods of history and the present day - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance 	Children will <ul style="list-style-type: none"> - Know who Matthew Henson is and why he is historically important - Know who Robert Falcon Scott is and how he is linked to Matthew Henson - Explain the impact they had on history
Discrete Teaching			
Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT: <u>know the three main parts of the circulatory system and describe the job of the heart.</u>	Science Animals including humans	Animals including humans <ul style="list-style-type: none"> - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals, including humans 	Lesson 1 children will <ul style="list-style-type: none"> - Identify the three main parts of the human circulatory system. - Explain what the heart does.
Lesson 2 WALT: <u>describe the important jobs of the blood vessels and blood.</u>			Lesson 2 children will <ul style="list-style-type: none"> - describe the differences between arteries, capillaries and veins. - discuss the four parts that blood is made up from. - explain why blood is oxygenated and deoxygenated.

Lesson 3 WALT: <u>carry out a scientific experiment</u>			Lesson 3 children will <ul style="list-style-type: none"> - make a prediction about the effect of exercise on heart rate. - carry out an investigation to look at how exercise affects heart rate. - draw a conclusion from results
Lesson 4 WALT: <u>understand that regular exercise is important for a healthy body</u>			Lesson 4 children will <ul style="list-style-type: none"> - state the benefits of exercise - conduct a survey to find the favourite forms of exercise in my class. - explain the importance of exercise and its impact on the body.
Lesson 5 WALT: <u>be able to explain how diet and exercise affect the body.</u>			Lesson 5 children will <ul style="list-style-type: none"> - discuss what might make a lifestyle healthy or less healthy - interpret information about the diet and activities of different people - explain why different people have different calorie requirements.
Lesson 6 WALT: <u>recognise the impact of drugs and alcohol on the way bodies function.</u>			Lesson 6 children will <ul style="list-style-type: none"> - explain how drugs and alcohol can affect the body. describe the impact of drugs and alcohol on the circulatory system. - Give an opinion about whether or not the government guidance on drugs and alcohol is suitable

Lesson 7 WALT: <u>Investigate and explore the life and work of Marie Maynard Daly</u>		Investigate and understand the life and work of Marie Maynard Daly (Heart health)	Lesson 7 children will <ul style="list-style-type: none"> – Research the importance of Marie Maynard Daly – Understand the impact she had on molecular biology, metabolism, and cardiovascular disease – The importance of women (in this case a black woman) in science –
Lesson 1 WALT: enter data and formulas into a spreadsheet	ICT	<ul style="list-style-type: none"> - Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information 	Lesson 1 children will <ul style="list-style-type: none"> - identify cells using rows and columns - type text and numbers into cells - use the SUM function to add numbers together - use the SUM function to perform further calculations
Lesson 2 WALT: order and present data based on calculations			Lesson 2 children will <ul style="list-style-type: none"> - use the fill tool to copy formulas correctly - insert a bar or column graph - format aspects of a bar or column graph - sort data appropriately
Lesson 3 WALT: add, edit and calculate data			Lesson 3 children will <ul style="list-style-type: none"> - use formulas to calculate totals and averages - sort data by different criteria - add extra data, including inserting rows or columns - edit existing data and be aware of the results

Lesson 4 WALT: use a spreadsheet to solve problems			Lesson 4 children will <ul style="list-style-type: none"> - create a formula to solve a specific calculation (using figures and cell references) - replicate formulas over several cells - check calculations for errors - interpret data and make comparisons
Lesson 5 WALT: plan and calculate a spending budget			Lesson 5 children will <ul style="list-style-type: none"> - select and add items from a given list - calculate totals based on price and quantity of items - calculate a running total - calculate an amount remaining from a budget
Lesson 6 WALT: design a spreadsheet for a specific purpose			Lesson 6 children will <ul style="list-style-type: none"> - plan the requirements for a new spreadsheet - make decisions on formatting to improve the appearance - think of original ideas for using a spreadsheet - create a range of suitable formulas for a purpose
Lesson 1 <u>WALT</u> <u>find out about the</u> <u>Buddhist beliefs of</u> <u>karma and</u> <u>reincarnation.</u>	RE Buddhism	<ul style="list-style-type: none"> - Identifying and making sense of religious and non- religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. - Understanding the impact - Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, and the wider world. - Making connections 	Lesson 1 children will <ul style="list-style-type: none"> - Describe in your own words what you think of the - Make connection and reflect on their own belief in comparison to the Buddhist belief of reincarnation.

Lesson 2 <u>WALT:</u> <u>create a Mandalas</u> <u>using Buddhist</u> <u>symbols</u>		<ul style="list-style-type: none">- Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils’ thinking; discerning possible connections between these and pupils’ own lives and ways of understanding the world.	Lesson 2 children will <ul style="list-style-type: none">- Understand the significance of Buddhist symbols- Interpreting the connection to nature and permeanance
Lesson 3 WALT: <u>explore Buddhist</u> <u>worship</u>			Lesson 3 children will <ul style="list-style-type: none">- Know where Buddhists worship- Discuss that Buddhist temples are designed to symbolise five elements: fire, air, earth, water and wisdom.
Lesson 4 WALT: <u>explore the roles</u> <u>of symbols in</u> <u>Buddhist worship</u>			Lesson 4 children will Explain some of the symbols associated with the Buddha statue Name some of the other symbols associated with Buddhism
Other RE Lesson to coincide with the celebration Diwali 12th November. (Hindu, Sikh and Jains) Hanukkah 7th December – 15th December. (Jewish) Christmas 25th December. (Christian)			
Lesson 1 WALT: <u>interpret graphic</u> <u>scores</u>	Music Unit 2 Voices	<ul style="list-style-type: none">- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians- learn to sing and to use their voices,	Lesson 1 children will <ul style="list-style-type: none">- interpret some graphic scores.- create and perform their own graphic scores.

Lesson 2 WALT: <u>create melodies</u>		<ul style="list-style-type: none"> - to create and compose music on their own and with others, have the opportunity to learn a musical instrument, - use technology appropriately and have the opportunity to progress to the next level of musical excellence 	Lesson 2 children will <ul style="list-style-type: none"> - learn what a scale is. - use a solfa staircase to create melodies. - perform these to the rest of the class.
Lesson 3 WALT: <u>create and sing an ascending and descending scale</u>			Lesson 3 children will <ul style="list-style-type: none"> - sing an ascending and descending scale. - use the ascending and descending scale to create a short piece - perform
Lesson 4 WALT: <u>learn and perform a song</u>			Lesson 4 children will <ul style="list-style-type: none"> - learn two sections from 'Sing' by Ed Sheeran. - create a class performance.
Lesson 5 WALT: <u>create and perform a vocal piece</u>			Lesson 5 children will <ul style="list-style-type: none"> - work in small groups to create an arrangement of 'Sing' by Ed Sheeran
Lesson 6 WALT <u>record and evaluate a performance</u>			Lesson 6 children will <ul style="list-style-type: none"> - record an arrangement - evaluate the recording
<u>Lesson 1 WALT: ask and answer questions</u>	French Let's go shopping	Let's go shopping <ul style="list-style-type: none"> - Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun - Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic - Attempt to read a range of texts independently, using different strategies to make meaning - Engage in longer conversations, asking for clarification when necessary 	Lesson 1 children will <ul style="list-style-type: none"> - greet, respond and say goodbye
<u>Lesson 2 WALT: understand basic grammar rules and how to apply these</u>			Lesson 2 children will <ul style="list-style-type: none"> - use the correct masculine or feminine form of à côté de to describe the position of a shop

<u>Lesson 3 WALT:</u> <u>use the correct</u> <u>form of adjectives</u> <u>to describe nouns</u>			Lesson 3 children will <ul style="list-style-type: none"> - use the correct order to describe nouns, using foncé and clair - use the masculine and feminine form of colours when necessary
<u>Lesson 4 WALT:</u> <u>ask and answer</u> <u>questions, express</u> <u>opinions and</u> <u>respond to those</u> <u>of others</u>			Lesson 4 children will <ul style="list-style-type: none"> - ask and answer questions about the cost of items - take part in role play.
<u>Lesson 5 WALT:</u> <u>read and interpret</u> <u>lists written in</u> <u>French</u>			Lesson 5 children will <ul style="list-style-type: none"> - locate the relevant information from a list - answer questions by writing money amounts in French -
<u>Lesson 6 WALT:</u> <u>take part in role</u> <u>play, speaking in</u> <u>French</u>			Lesson 6 children will <ul style="list-style-type: none"> - use the French they have learned to take part in a 'Shopping Experience'
<u>Lesson 1 WALT:</u> <u>Know your rights</u>	PSHE <u>RESPECTING RIGHTS</u> <u>ONE WORLD</u>	RESPECTING RIGHTS AND ONE WORLD <ul style="list-style-type: none"> - Recognise the importance of getting help if they feel lonely or excluded, and can describe how to help others to feel included - Name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed - Say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged - Describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex - Identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules 	Lesson 1 children will explain what the Universal Declaration of Human Rights is and understand that children have their own rights.
<u>Lesson 2 WALT:</u> <u>Understand if all</u> <u>humans have</u> <u>rights and if so</u> <u>how they are met</u>			Lesson 2 children will <ul style="list-style-type: none"> - understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.

		<ul style="list-style-type: none"> - Explain what stereotypes, prejudice and discrimination mean, why they need to show others respect and how they can positively challenge discrimination 	<ul style="list-style-type: none"> - identify why people's rights are sometimes not met in the UK and in places across the world.
<u>Lesson 3 WALT: consider respect in relation human rights.</u>			Lesson 3 children will <ul style="list-style-type: none"> - explain how I can respect other people's rights and I understand why this is important
<u>Lesson 4 WALT understand that humans rights change and activism</u>			Lesson 4 children will <ul style="list-style-type: none"> - identify how and why ideas about human rights have changed. - explain the role and importance of human rights activists
<u>Lesson 5 WALT: Understand how we can be responsible global citizens</u>			Lesson 5 children will <ul style="list-style-type: none"> - Know that they have different responsibilities towards the environment. - Know about the United Nations Declaration of Rights of the child
<u>Lesson 6 WALT: describe what global warming is and what we can do to help prevent it from getting worse.</u>			Lesson 6 children will <ul style="list-style-type: none"> - explain why global warming is happening. - identify the effects of global warming. - explain how different actions can help prevent the effects worsening. reflect upon my own feelings and commit to a small positive action
<u>Lesson 7 WALT: explain how our energy use can</u>			Lesson 7 children will

<u>harm the environment and describe what we can do to help</u>			<ul style="list-style-type: none"> - discuss about how the energy we use contributes to global warming. - identify what we can do to help. - commit to acting by making an energy pledge.
<u>Lesson 8 WALT: describe how we can use water responsibly and understand the importance of doing this.</u>			<p>Lesson 8 children will</p> <ul style="list-style-type: none"> - identify lots of ways in which we use water in our daily lives. - explain why it is important not to waste water. - find out how to use water responsibly by reading an information sheet. - show appreciation for the resources available to me.
<u>Lesson 9 WALT: understand what biodiversity is and explain the importance of doing all we can to encourage it.</u>			<p>Lesson 9 children will:</p> <ul style="list-style-type: none"> - can explain to a partner what biodiversity is. - identify the benefits of biodiversity. - show what biodiversity means to me through images and words. - reflect on what I can do to encourage biodiversity.

<u>Lesson 1 WALT:</u> <u>complete a forward roll</u>	P.E. Gym	<ul style="list-style-type: none"> - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	Lesson 1 children will <ul style="list-style-type: none"> - bend knees into supported tuck placing hands shoulder width apart - keep back rounded - lift hips, push with legs and put top of back/shoulders on mat between hands
<u>Lesson 2 WALT:</u> <u>complete a backward roll</u>			Lesson 2 children will <ul style="list-style-type: none"> - Have hands pointing towards the direction of the roll close to shoulders - Take weight on hands, not head and neck - Push with arms, chin on chest
<u>Lesson 3 WALT:</u> <u>complete a shoulder stand and cartwheel</u>			Lesson 3 children will <ul style="list-style-type: none"> - From sitting, shift weight backwards through tucked position - Extend hips and legs vertical with toes pointing to ceiling and hip angle straight - Cartwheel timing to be equal – hand, hand, foot, foot
<u>Lesson 4 WALT:</u> <u>complete a round off</u>			Lesson 4 children will <ul style="list-style-type: none"> - Stretch arms forward and low - Turn shoulders then hips and bring legs together as quickly as possible
<u>Lesson 5 WALT:</u> <u>complete two cartwheels consecutively</u>			Lesson 5 children will <ul style="list-style-type: none"> - Perform one smooth cartwheel - Finish on one leg and continue straight into the next

<p><u>Lesson 6 WALT:</u> <u>put movements</u> <u>together to form a</u> <u>routine</u></p>			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> - Put movements together in an order that flows - Use correct technique when completing each movement - Continue the movements with fluidity, without stopping between movements
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