

TOPIC CURRICULUM PLANNING

Year Groups: 6	Term: Autumn	Theme: North and South America	
Curriculum Objectives			Links to English and Maths
<p>Art objectives: To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, To develop a better understanding of what line is and how it is used within art. To understand how to use continuous line. To develop a better understanding of how to use cross-hatching when drawing. To develop your drawing skills when using line. To understand and demonstrate how to use tone and pencil. To develop your drawing technique when using tone.</p> <p>Computing objectives: <u>E-Safety</u> To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. To talk about why it's important to be kind and polite. To tell a trusted adult what I want to use a device for. I know that the internet may contain things that make me feel uncomfortable as well as things that are enjoyable for me. I can tell an adult if something upsets me when using technology</p> <p>Geography objectives: <u>Locational knowledge</u> To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To 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)</p> <p><u>Place knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p><u>Human and physical geography</u> To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. To 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.</p> <p><u>Geographical skills and fieldwork</u> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Music objectives:</p>			<p>English: Persuasive Writing about deforestation Internet Safety comics</p> <p>Maths: Co-ordinates Map reading Positional vocabulary Scale Ratio</p>

TOPIC CURRICULUM PLANNING

To play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory

To use and understand staff and other musical notations

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

RE:

We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

PSHE / SRE:

To recognise what constitutes a positive, healthy relationship and develop the skills to maintain and form positive and healthy relationships.

To understand the importance of protecting personal information, including passwords, addresses and the distribution of images online.

To know how to manage requests for images of themselves, when it's appropriate to ask for a share and when to share and what to do if you feel uncomfortable.

To appreciate the range of national, regional, religious and ethnic groups in the UK.

To know what being part of a community means, and about the varied institutions that support communities locally and nationally.

Science

I can sort and group animals based on their features.

I can give reasons for the way I have classified animals.

I can describe who Carl Linnaeus was.

I can explain how living things are classified using the Linnaean system.

I can classify living things using the Linnaean system.

I can identify different types of animals.

I can match the types of animals to their characteristics.

I can design a creature that has a set of characteristics of one type of animal.

I can classify creatures based on their characteristics.

I can identify types of microorganism.

I can describe helpful and harmful microorganisms.

I can investigate harmful microorganisms.

I can draw conclusions from my results.

I can describe and compare the structure of different cells.

I can describe the characteristics of different microorganisms.

I can design a microorganism using these characteristics.

I can group living things according to whether they are plants or animals.

I can classify living things according to their characteristics.

I can give reasons for the classification of different organisms.

I can identify the characteristics of different groups of organisms.

TOPIC CURRICULUM PLANNING

Lesson	Subject/s	Learning Objective	Lesson	Subject/s	Learning Objective
1	SRE / PSHE	To understand what it means to be a citizen and part of a community Children will discuss their rights and responsibilities in different contexts before creating a class charter as well as explaining which rights and responsibilities are most important.	14	Art	To develop a better understanding of what line is and how it is used within art. Children will experiment with different types of line and mark-making, and will complete a mark-making activity.
2	SRE / PSHE	To understand what an awareness of self is. Children will discuss what makes them unique and what living in a diverse society is like. Children will discuss the range of national, regional, religious and ethnic groups in the UK.	15	Art	To understand how to use continuous line. Children will produce wire cubist facial features inspired Pablo Picasso's portrait.
3	SRE / PSHE	To understand what respect is and how to respond to those who are being disrespectful. Children will discuss what constitutes a positive, healthy relationship and develop the skills to maintain and form positive and healthy relationships in school and the wider community	16	Art	To develop a better understanding of how to use cross-hatching when drawing. Children will learn about artists who use cross-hatching. They will learn what cross-hatching is and apply cross-hatching to a template. The children may use cross-hatching to draw real-life objects.
4	Computing	To identify what constitutes personal information Children will develop awareness of potential risks and how they can be dealt with. They will learn which information is personal and not personal and which information shouldn't be shared online	17	Art	To develop your drawing skills when using line. Children will use line and colour to outline the features of the face. They will layer three different colours of line to produce a layered portrait.
5	Computing	To make real choices and decisions considering moral and social dilemmas Children will develop an understanding of how and where to find advice and help about online and media safety. They can identify types of risking messages and can take appropriate action. They will discuss how vulnerable mobile phones are and can say how to take care when using one.	18	Art	To understand and demonstrate how to use tone and pencil. Children will practice using a variety of tones and practice using cross-hatching. They will use tone on 3D objects.
6	Computing	To recognise when, why and how photographs we see online may have been edited. Children will explore the changes that have been made to an original photograph and digitally alter their own photographs. They will learn that not everything I see online is true and explain how false photographs can make people feel bad about themselves.	19	Music	There will be 6 music lessons focusing on Samba. The children will be listening to, commenting on and composing their own music which they will perform to the rest of year 5 and 6.
7	Geography	To find out about the location and countries of South America and North America. Children will identify South America and North America as a continents and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate	20	Science	To be able to give reasons for classifying animals based on their similarities and differences.

TOPIC CURRICULUM PLANNING

		them on a map. Children will learn about how North America is organised into areas, such as the Caribbean and Central America. They will identify the 23 countries that comprise North America			
8	Geography	To find out about the climate in South America. Children will use climate zone maps to explore climate zones and patterns around the world before taking a closer look at the various climate zones in both continents. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates. They will then explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.	21	Science	To be able to describe how living things are classified into groups.
9	Geography	To find out about the major mountain ranges of South America. Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.	22	Science	To be able to identify the characteristics of different types of animals. To be able to classify a creature based on its characteristics.
10	Geography	To explore the geographical features of North America. Children will identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed. They will also explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.	23	Science	To be able to describe and investigate helpful and harmful microorganisms.
11	Geography	To find out about trade and industry in South America. Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	24	Science	To be able to identify the characteristics of different types of microorganisms.
12	Geography	To explore the various time zones of North America and how these compare to other time zones around the world. Children will identify why different parts of the world have different time zones. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.	25	Science	To be able to classify organisms found in my local habitat. To be able to explain the classification of organisms found in my local habitat.
13	Geography	To compare a region in the UK with a region in North America. Children will describe their local area in detail, using appropriate geographical vocabulary. They will then compare their local area with	26 - 29	RE	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?

TOPIC CURRICULUM PLANNING

		specific areas in North America, considering how both physical and human features and similar and different.			
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