

Great Kingshill CE Combined School
Long Term Planning

Year Group: 6

Topic: North America

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Living things: Evolution and inheritance</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> define and identify variation in organisms and recall that it is caused by inherited and environmental factors. recall that living things produce offspring of the same kind but are not normally identical to their parents. describe patterns of inheritance from parent to offspring in a given example or family tree. describe what an adaptation is; it cannot be chosen and is usually inherited. describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. explain how variation may affect survival within a population and recall what natural selection means. recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species. recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy. 	<p>Knowledge To explain why there are differences within a species.</p> <p>Working scientifically To group factors.</p>	<p>Knowledge To recognise the inheritance of characteristics in plants and animals.</p>	<p>Knowledge To explain why adaptation is necessary.</p>	<p>Knowledge To model how natural selection affects population size.</p> <p>Working scientifically To evaluate the degree of trust and pose new questions for further enquiry.</p>	<p>Knowledge To describe the theory of evolution.</p> <p>Working scientifically To consider evidence used to inform theories.</p>	<p>Knowledge To recognise evidence that can be used for evolution.</p> <p>Working scientifically To consider the degree of trust in the evidence used.</p>	
<p>Computing Computer Science, Digital Literacy & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts use sequence, selection and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use software to create a range of content that accomplish given goals, including presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track of the properties of objects.</p>	<p>To use functions and understand why they are useful in 2Code. To debug a program and organise the code into tabs. To organise code into functions and Call functions to eliminate surplus code in the program. To explore the options for getting text input from the user in 2Code. To include interactivity in programming.</p>	<p>To explore how 2Code can be used to make a text-based adventure game.</p>	<p>To explore how 2Code can be used to make a text-based adventure game.</p>	<p>To plan and design my e-safety presentation. To insert elements into my PowerPoint presentation.</p>	<p>To use animations and transitions within the PowerPoint. To complete my e-safety PowerPoint presentation.</p>	
<p>Music <i>Charanga Scheme</i> English Model Music Curriculum Scheme Yr 6 Unit 3</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. listen with attention to detail and recall sounds with increasing aural memory. 	<p>To listen to and appraise disco music and identify its key features.</p>	<p>To improvise melodic disco style phrases using a scale, demonstrating control of rhythm, phrasing, and style.</p>	<p>To appraise and learn a rock 'n' roll adaptation of traditional Mexican folk music, understanding how music can evolve across cultures and time periods.</p>	<p>To compose and note down melodic phrase within a given scale, maintaining pulse, musical structure and genre style.</p>	<p>To play melodic parts accurately from notation on tuned percussion, including natural and flat notes (glockenspiel).</p>	<p>To perform confidently and evaluate performances using musical vocabulary.</p>	

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<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians. improvise and compose music for a range of purposes, using the interrelated dimensions of music. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 							
<p>PSHE Jigsaw Scheme Dreams and Goals</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain different ways to work with others to help make the world a better place. analyse and justify why my group chose an activity and how this contributes to making the world a better place. explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected explain what motivates me to make the world a better place. 	<p>To know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</p>	<p>To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p>	<p>To identify problems in the world that concern me and talk to other people about them.</p>	<p>To work with other people to help make the world a better place.</p>	<p>To work with other people to help make the world a better place.</p>	<p>To describe some ways in which I can work with other people to help make the world a better place.</p>	<p>To know what some people in my class like or admire about me and can accept their praise.</p>
<p>Design Technology <i>Plan Bee Scheme</i> Burgers</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<p>To explore different types of burgers and their nutrition facts. Complete the differentiated fact sheets about the different types of burgers from the restaurants we have looked at then create a poster advertising their burger.</p>	<p>To explore different types of buns and breads used for burgers. Taste the breads, then fill in and complete the chart assessing a bread's suitability to be used for a burger.</p>	<p>To explore how to make burger patties.</p>	<p>To explore sauces and side dishes for burgers.</p>	<p>To make a burger following a recipe.</p>	<p>To evaluate a burger you have made and suggest possible improvements.</p>	
<p>Geography North America</p> <p>Enquiry: How does the human and physical geography of North America affect those who live there?</p> <p>Concept: Human and Physical Geography</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of 	<p>To present research on a given state in the USA.</p>	<p>To present research on a given state in the USA.</p>	<p>To identify the countries of North America.</p>	<p>To investigate and compare climates in North America.</p>	<p>To research the human and physical geography of North America.</p>	<p>To research the human and physical geography of North America.</p>	

<p>Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • 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 • 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) • Describe and understand key aspect of human and physical geography • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 							
<p>MFL Language Angels French</p> <p>La Seconde Guerre mondiale (World War 2)</p> <p>By the end of this unit, through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in French. Pupils will learn to 'gist' read, listen and understand more by using cognates and language they are familiar with so as to decode unknown language.</p>	<p>To decode and breakdown longer texts in French through a variety of literacy decoding techniques including the use of word cards and word ordering strategies.</p>	<p>To recognise, recall and spell the key countries involved in World War II in French, as well as the languages spoken in these countries.</p>	<p>To explore more complex texts in French and improve their listening and reading skills by listening to the story of Ralph, an evacuee during the war.</p>	<p>To recognise, recall and spell key vocabulary related to the war, and learn how to conjugate the verb 'to see' in first-person singular in the past tense through the story of Vera, an evacuee during the war.</p>	<p>To use the story of Daisy to use adjectives to compare city and country life in French.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	
<p>RE Jigsaw RE Christianity</p> <p>Key question: Is anything ever eternal?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • explain my own beliefs about whether anything is ever eternal • make links between different Christian beliefs and their views on whether anything is ever eternal • explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives 	<p>To explain why I think some things will last forever and what I mean by that</p>	<p>To discuss different types of love and whether they may be able to last for ever</p>	<p>To discuss the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life</p>	<p>To discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good</p>	<p>To explain my own beliefs about whether anything is ever eternal</p> <p>To make links between different Christian beliefs and their views on whether anything is ever eternal</p> <p>To explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives</p>	<p>To explain my own beliefs about what it means to lead a good life</p>	
<p>PE PE Passport Netball</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>To move to new space after passing</p> <p>To receive a ball and already know what I want to do with it</p>	<p>To know that when I get sideways-on to receive a ball it opens up the court</p>	<p>To know the rules around shooting</p> <p>To shoot with good technique</p>	<p>To communicate non verbally on court</p> <p>To create space for myself</p>	<p>To know where I am allowed on court when playing specific positions</p> <p>To participate purposefully in a netball match</p>	<p>To know what infringements look like and how to restart games after them</p> <p>To play by the rules</p>	
<p>PE PE Passport Gymnastics</p> <p>By the end of this unit, children will be able to:</p>	<p>To know how to perform in unison</p> <p>To know how to link skills to perform</p>	<p>To know what counter balancing is</p>	<p>To use a range of pathways</p> <p>To know how to use a range of dynamics to make</p>	<p>To know what counter tension is</p> <p>To know how to use a range of dynamics to</p>	<p>To know what the difference between counter tension and counterbalance is</p>	<p>To know what the difference between counter tension and counterbalance is</p>	

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<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 	<p>actions in sequences of movement</p> <p>To know what counter balancing is</p> <p>To use technical language associated with Gymnastics</p> <p>To hold controlled balances on a variety of points and patches on a given number of body parts</p> <p>To create a sequence of moves in unison with a partner</p>	<p>To know what push and pull forces are</p> <p>To know how to link skills to perform actions and sequences of movement</p> <p>To use technical language associated with Gymnastics</p> <p>To hold a range of symmetrical and asymmetrical counterbalances</p> <p>To work at different levels with weight on a variety of points and patches</p> <p>To create a sequence of moves in unison with a partner</p> <p>To evaluate the work of others</p>	<p>my sequence aesthetically pleasing</p> <p>To know how to peer assess</p> <p>To hold a range of symmetrical and asymmetrical counterbalances</p> <p>To roll as part of a balancing and rolling sequence</p> <p>To challenge myself to improve</p>	<p>make my sequence aesthetically pleasing</p> <p>To hold a range of symmetrical and asymmetrical balances and counterbalances with a partner</p> <p>To link skills to perform actions and sequences</p> <p>To use my own body weight in opposition to the apparatus</p>	<p>To know how to perform effectively in canon</p> <p>To perform a sequence in canon at different levels</p> <p>To link asymmetrical counter tension balances and counterbalances using transitional moves</p> <p>To evaluate the work of others using correct technical language</p>	<p>To know how to use a combination of canon and unison in a group sequence</p> <p>To know how to links skills</p> <p>To perform actions and sequences of movement</p> <p>To work in a group</p> <p>To use the apparatus and/or pupils when balancing</p> <p>To perform asymmetrical counterbalances in a sequence, using canon or unison</p> <p>To enjoy competing and challenging yourself to improve</p>	
<p>Forest School Spring</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes– Trees and plants in the local area, Weather use tools safely to create mallets – bow saw, bill hook, loppers, knives understand the risks and Safety Instructions of Fire – make popcorn safely 						

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