

Frozen Kingdom

Medium Term Topic Plan – Year 6

Term	Autumn 2 (7 weeks)	Curriculum Strands	Water, Living Things, Responsibility and Geology
Classroom Environment	Frozen Kingdom topic board to celebrate children’s learning from school and home Age appropriate geographical vocabulary related to the polar regions Range of topic books including different genres and text types	Super Starter & Education Visit/Visitor	Virtual exploration of polar regions – Google Earth
Key Texts	Class read: Winter Magic – collection of short stories edited by Abi Elphinstone Range of non-fiction texts about Arctic animals Discussion text: Should chocolate be allowed for breakfast?	End Product	Class assembly
English	<p>Non chronological reports about arctic wolves (or an arctic animal of children’s choice) - writing to inform - 3 weeks.</p> <p><u>Reading:</u> Identify and evaluate how language, structure and presentation contribute to meaning. Understand and explain how writers use organisational and presentational devices to create their own voice and influence the reader. Use relevant textual reference and/or quotation to support views.</p> <p><u>Writing:</u> Text features:</p> <ul style="list-style-type: none"> Paragraphs to group related ideas Headings and sub-headings to organise text Use of technical vocabulary <p><u>Grammar and sentences:</u></p> <ul style="list-style-type: none"> Subordinating conjunctions in varied positions: <i>The Polar Bear, although it is large, can move at great speed.</i> Use of expanded noun phrases to inform: <i>A tall, dark-haired man with a bright red cap...</i> Relative clause to provide further detail: <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i> Begin to use passive voice to remain formal or detached: <i>The money was stolen from the main branch.</i> Begin to use colons to link related clauses: <i>England was a good country to invade: it had plenty of useful land.</i> Adverbials: meanwhile, at first, after, furthermore, despite, as a result, consequently, due to, for example. Conjunctions: when, before, after, while, because, if, although, as <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Use brackets, dashes or commas to explain technical vocabulary – parenthesis. Use semi-colons to punctuate complex lists, including when using bullet points. Use colons to introduce lists or sections. Use brackets or dashes to mark relative clauses. Secure use of commas to mark clauses, including opening or subordinating clauses. Begin to use colons and semi-colons to mark clauses. 		
	<p>Balanced argument on topic of children’s choice (example text: should chocolate be allowed for breakfast?) – Writing to discuss - 3 weeks incl. oral presentation.</p> <p><u>Reading:</u> Ask questions to improve understanding. Understand and explore the meaning of words in context. Discuss and clarify the meanings of words, linking new meanings to known vocabulary Draw inferences such as characters’ feelings, thoughts and motives.</p> <p><u>Text features:</u></p> <ul style="list-style-type: none"> Appropriate use of cohesive devices Use of subjunctive form where needed Use of paragraphs to structure arguments Maintain formal/impersonal tone <p><u>Grammar and sentences:</u></p> <ul style="list-style-type: none"> Use modal verbs to convey degrees of probability: <i>It could be argued.... Some might say....</i> Use relative clauses to provide supporting detail <i>The rainforest, which covers almost a third of South America...</i> Use adverbials to provide cohesion across the text <i>Despite its flaws.... On the other hand....</i> Use expanded noun phrases to describe in detail <i>The dramatic performance by the amateur group was....</i> Begin to use passive voice to maintain impersonal tone <i>The film was made using CGI graphics.</i> <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Use brackets or dashes for parenthesis, including for emphasis: <i>This performance – a first by such a young gymnast – was a masterpiece!</i> Use semi-colons to mark related clauses: <i>Some argue..... ; others say.....</i> Use commas to mark relative clauses 		
Science	<p><u>Light</u> N.C. Obj. Recognise that light appears to travel in straight lines. N.C. Obj. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. N.C. Obj. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. N.C. Obj. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>Working Scientifically</u> N.C. Obj. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. N.C. Obj. Using simple models to describe scientific ideas. N.C. Obj. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. N.C. Obj. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
P.E.	<p><u>Gymnastics</u> N.C. Obj. Develop flexibility, strength, technique and balance N.C. Obj. Perform dances using a range of movement patterns N.C. Obj. Compare performances with previous ones and demonstrate improvement to achieve their personal best</p>		

R.E.	<u>Incarnation: Was Jesus the Messiah?</u> Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives.	
Geography	<u>Locating and Exploring the Physical Features of the Polar Regions</u> N.C. Obj. 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. <u>Polar Climates and Day & Night</u> N.C. Obj. 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. N.C. Obj. 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). N.C. Obj. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <u>Climate Change: how does it affect the polar regions?</u> N.C. Obj. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <u>Natural Resources of the Polar Regions</u> N.C. Obj. 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. <u>Indigenous People: how have they adapted to the polar regions?</u> N.C. Obj. 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.	
Art	<u>Inuit Art - Prints and Carvings of Arctic animals</u> Medium: printing blocks and acrylics. Skill: taking inspiration from their native style, make a simple block print, combining two or three colours and adding surface detail using black ink. N.C. Obj. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	
Music	<u>Instrument: ukulele</u> N.C. Obj. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. N.C. Obj. Improvise and compose music for a range of purposes using the interrelated dimensions of music. N.C. Obj. Listen with attention to detail and recall sounds with increasing aural memory. N.C. Obj. Use and understand staff and other musical notations	
RHE	<u>Relationship and Sexual Health Education</u> Obj. To learn about the changes that occur during puberty. Obj. To consider different attitudes and values around gender stereotyping. Obj. To understand sexuality and demonstrate positive attitudes. Obj. To learn what values are important in relationships and to appreciate the importance of friendship in intimate relationships. Obj. To learn about human reproduction in the context of the human lifecycle. Obj. To learn how a baby is made and grows (conception and pregnancy). Obj. To learn about roles and responsibilities of parents and carers. Obj. To summarise what we have learnt about sex and relationships, and know where to find support and advice.	<u>Anti-Racism (BBC unit)</u> Obj. Talking about race and racism Obj. Defining anti-racism Obj. Redefining racism Obj. Understanding racism socialisation Obj. Unconscious bias Obj. Being anti-racism in our actions Obj. Representing matters Obj. Myth busting
Computing	<u>Purple Mash: Coding</u> Obj. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Obj. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Obj. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
Spanish Obj. summarised	<u>In My Town & Christmas Poems</u> Listening: Listen attentively and link spelling, sound and meaning of words Speaking: Engage in conversations, speak in sentences and develop accurate pronunciation and intonation. Reading: Read words, phrases and simple writing. Appreciate stories, songs, poems and rhymes. Writing: Write phrases from memory and adapt these. Grammar: Understand basic grammar.	