

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	Create and observe giant icebergs Painting the Northern Lights using dye
Key Texts	Class read: Wolf Wilder by Katherine Rundell (AR level: 4.5) 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: <ul style="list-style-type: none"> • Paragraphs to group related ideas • Headings and sub-headings to organise text • Use of technical vocabulary </p> <p><u>Grammar and sentences:</u> <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> <p><u>Punctuation:</u> <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>	<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> <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> <p><u>Grammar and sentences:</u> <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> <p><u>Punctuation:</u> <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 </p>	
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>Dance inspired by Electricity</u> N.C. Obj. Demonstrate a range of dance techniques, such as isolation, tempo, repetition etc. N.C. Obj. Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group. N.C. Obj. Create movements in response to different sounds. N.C. Obj. Respond and react accordingly to their partner’s/group members’ dance movements. N.C. Obj. Clearly create movements to represent an idea. N.C. Obj. Assess their own and others’ performances and begin to suggest improvements.</p>		

<p>Geography</p>	<p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>
<p>Art</p>	<p><u>Painting - Northern Lights</u> Medium – Dyes. Skill - experimenting with application - dripping, blowing, and using different brushes and sponges. Experimenting with colours and transparency to achieve different effects. 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).</p> <p><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).</p>
<p>Music</p>	<p><u>Instrument: ukulele with Mr Ortiz</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</p>