

## Spring 1 Year 6 Medium term plan

Subject	WK1	WK2	WK3	WK4	WK5	WK6
<b>Science</b> - Living things: Evolution and inheritance	<b>New Core Knowledge</b> Variation is caused by inherited and environmental factors.  <b>Revisiting Core Knowledge</b> Name one way we can classify living things.  <b>Key Vocabulary</b> Variation Characteristics  <b>Outline of Main Tasks</b> . Children will then create Venn diagram to show how different characteristics are inherited and some are environmental. Write an explanation of why this happens.	<b>New Core Knowledge</b> Living things produce similar, but not identical, offspring.  <b>Revisiting Core Knowledge</b> Variation in living things is caused by inherited and environmental factors.  <b>Key Vocabulary</b> Breed Inheritance  <b>Outline of Main Tasks</b> Label the different variations that a sheep can have. The answer questions of what sheep could breed together to create different offspring for different purposes.	<b>New Core Knowledge</b> Adaptation helps the organism to survive.  <b>Revisiting Core Knowledge</b> Living things produce similar, but not identical, offspring.  <b>Key Vocabulary</b> Adaptation Habitat  <b>Outline of Main Tasks</b> Research different adaptations of different animals and create a poster/booklet to present it. Pg 1 – What is an adaptation. Pg2-3 label adaptation and why they need them to survive.	<b>New Core Knowledge</b> Natural selection is the process in which better adapted organisms are more likely to survive.  <b>Revisiting Core Knowledge</b> Adaptation helps the organism to survive.  <b>Key Vocabulary</b> Natural selection Competition  <b>Outline of Main Tasks</b> Children plan and take out practical experiment to investigate: How does beak shape affect how much food is eaten? Children will find out that different beaks will be more effective- therefore some birds will survive better.	<b>New Core Knowledge</b> Evolution is a gradual change of living things from their ancestors over time.  <b>Revisiting Core Knowledge</b> Natural selection is the process in which better adapted organisms are more likely to survive.  <b>Key Vocabulary</b> Ancestors Extinct Evolution  <b>Outline of Main Tasks</b> The children will draw pictures and create a story map to show how a woolly mammoth have evolved over time.	<b>New Core Knowledge</b> Mary Anning is a palaeontologist.  <b>Revisiting Core Knowledge</b> Evolution is a gradual change of living things from their ancestors over time.  <b>Key Vocabulary</b> Palaeontologist Fossil  <b>Outline of Main Tasks</b> Children will create a biography/ fact file of Mary Anning explain how she found fossils useful for the process of evolution.
<b>Geography</b> Why do oceans matter?	<b>New Core Knowledge</b> One important use of the ocean is for trade.  <b>Revisiting Core Knowledge</b> Name the 5 oceans of the world.  <b>Key Vocabulary</b> Trade Renewable energy  <b>Outline of Main Tasks</b> Create a mind map of different way an ocean can be useful. Show the different trade routes over the ocean by drawing on a map.	<b>New Core Knowledge</b> The Great Barrier Reef is the world's largest coral-reef system  <b>Revisiting Core Knowledge</b> One important use of the ocean is for trade.  <b>Key Vocabulary</b> Coral reef Coral bleaching  <b>Outline of Main Tasks</b> Create a leaflet to explain what the Barrier reef is, why is it useful, where it is and what danger is it in.	<b>New Core Knowledge</b> Human are making oceans suffer for example plastic pollution.  <b>Revisiting Core Knowledge</b> The Great Barrier Reef is the world's largest coral-reef system  <b>Key Vocabulary</b> Acidification Pollution  <b>Outline of Main Tasks</b> Create a spider diagram to show the main reasons that oceans are suffering. The write an explanation text using a picture to support to explain how oceans are suffering.	<b>New Core Knowledge</b> We can educate people to make our oceans less polluted.  <b>Revisiting Core Knowledge</b> Human are making oceans suffer for example plastic pollution.  <b>Key Vocabulary</b> Educate Pollution  <b>Outline of Main Tasks</b> Create a list of ways human can make oceans better places and then create an education poster to educate other people of how they can help oceans.	<b>New Core Knowledge</b> The Ocean Conservation Trust is a charity that helps our oceans.  <b>Revisiting Core Knowledge</b> We can educate people to make our oceans less polluted.  <b>Key Vocabulary</b> Conservations Charity  <b>Outline of Main Tasks</b> Children will be involved in a virtual lesson which explains what The Ocean Conservation Trust does. The children will then write an explanation text to explain.	<b>Lesson 5 continued</b>  The children will then write an explanation text to explain what The Oceans Conservation Trust do.
<b>Art</b> Sculpture & 3D: Making memories	<b>New Core Knowledge</b> Art can be used to explore identity through symbolic shapes, chosen materials, and personal objects.  <b>Revisiting Core Knowledge</b> Symbolic art can convey a message  <b>Key Vocabulary</b> Identity Symbolic	<b>New Core Knowledge</b> In a relief sculpture, artists build up or carve shapes on a flat background.  <b>Revisiting Core Knowledge</b> Art can be used to explore identity through symbolic shapes, chosen materials, and personal objects.  <b>Key Vocabulary</b> Sculpture assemblage	<b>New Core Knowledge</b> To plan I can test and develop ideas.  <b>Revisiting Core Knowledge</b> In a relief sculpture, artists build up or carve shapes on a flat background.  <b>Key Vocabulary</b> Develop plan	<b>New Core Knowledge</b> Memory sculpture uses 3D form, materials, and personal choice of objects/shapes to turn memories into physical artworks.  <b>Revisiting Core Knowledge</b> To plan I can test and develop ideas.  <b>Key Vocabulary</b> Material Sculpture	<b>Lesson 4 continued...</b>	<b>New Core Knowledge</b> An evaluate is constructive feedback for yourself or somebody else.  <b>Revisiting Core Knowledge</b> Memory sculpture uses 3D form, materials, and personal choice of objects/shapes to turn memories into physical artworks.  <b>Key Vocabulary</b> Evaluation Development

## Spring 1 Year 6 Medium term plan

	<p><b>Outline of Main Tasks</b> Children will create a clay model of something that shows their identity. This will be used in future lessons.</p>	<p><b>Outline of Main Tasks</b> Children will create a piece of relief sculpture of building up cardboard in different layers representing themselves.</p>	<p><b>Outline of Main Tasks</b> Children are going to sketch an idea for a memory box that is going to represent themselves and their lives so far. Label any key areas and ideas and collect resources.</p>	<p><b>Outline of Main Tasks</b> The children will create a memory box using the skills and techniques they have practised and planned over the weeks.</p>		<p><b>Outline of Main Tasks</b> Children will create an evaluation of their work and others by thinking and expressing what has gone well and what could have been better next time. Create a spider diagram to do this around a picture of the final product.</p>
<p>Music</p> <p>Songs of World War 2</p>	<p><b>New Core Knowledge</b> A melody is a sequence of notes that is pleasing and recognisable.</p> <p><b>Revisiting Core Knowledge</b> Pitch is how low or high the tone is.</p> <p><b>Key Vocabulary</b> Harmony Melody</p> <p><b>Outline of Main Tasks</b> The children are going to sing The White Cliffs of Dover thinking about the melody and counter melody.</p>	<p><b>New Core Knowledge</b> A melody can be written using musical notes (notation) that show how high or low each sound is.</p> <p><b>Revisiting Core Knowledge</b> A melody is a sequence of notes that is pleasing and recognisable.</p> <p><b>Key Vocabulary</b> Notation Octave</p> <p><b>Outline of Main Tasks</b> Children to notate The White Cliffs of Dover with support.</p>				
<p>French</p> <p>In my House</p>	<p><b>New Core Knowledge</b> J'habite dans mean I live in.</p> <p><b>Revisiting Core Knowledge</b> 'Venir de' means to come from.</p> <p><b>Key Vocabulary</b> J'habite dans il y a</p> <p><b>Outline of Main Tasks</b> Children will learn about the different types of houses</p>	<p><b>New Core Knowledge</b> Il y a means there is (Lesson 1 broken down)</p> <p><b>Revisiting Core Knowledge</b> J'habite dans mean I live in.</p> <p><b>Key Vocabulary</b> il y a il n'y a pas</p> <p><b>Outline of Main Tasks</b> Children will draw/ design a house and label all the different rooms.</p>	<p><b>New Core Knowledge</b> Adjectives of size go in front of the noun but adjectives of colour go after the noun.</p> <p><b>Revisiting Core Knowledge</b> Il y a means there is</p> <p><b>Key Vocabulary</b> en haut – upstairs en bas – downstairs</p> <p><b>Outline of Main Tasks</b> The children will write a short passage to describe, who they live with (recap) and what rooms are in the house.</p>	<p><b>New Core Knowledge</b> Prepositions describe the position of items.</p> <p><b>Revisiting Core Knowledge</b> Adjectives of size go in front of the noun but adjectives of colour go after the noun.</p> <p><b>Key Vocabulary</b> sur – on sous – under</p> <p><b>Outline of Main Tasks</b> In pairs the children will move around the room with an item and using their new vocab of prepositions they place the item and the others will say in French where it is.</p>	<p><b>New Core Knowledge</b> ?????</p> <p><b>Revisiting Core Knowledge</b> Prepositions describe the position of items.</p> <p><b>Key Vocabulary</b> Revisit all vocabulary from previous lessons.</p> <p><b>Outline of Main Tasks</b> Children will read a letter of a description of a house then with support they will write their own letter to describe their house using the knowledge from the unit.</p>	<p>Lesson 5 may need to continue.</p>
<p>Computing</p> <p>Exploring AI</p>	<p><b>New Core Knowledge</b> AI can generate images with a clear prompt.</p> <p><b>Revisiting Core Knowledge</b> You need to give AI a refined prompt to get a clear response.</p> <p><b>Key Vocabulary</b> Refine Specific</p>	<p><b>New Core Knowledge</b> Hypertext Markup Language (HTML) is a language for creating webpages.</p> <p><b>Revisiting Core Knowledge</b> AI can generate images with a clear prompt.</p> <p><b>Key Vocabulary</b> HTML modify</p>	<p><b>New Core Knowledge</b> AI is causing people to lose their jobs.</p> <p><b>Revisiting Core Knowledge</b> Hypertext Markup Language (HTML) is a language for creating webpages.</p> <p><b>Key Vocabulary</b> Implications Ethical</p>			

## Spring 1 Year 6 Medium term plan

	<p><b>Outline of Main Tasks</b> Children are given a refined prompt and children need to draw a specific picture to match.</p>	<p><b>Outline of Main Tasks</b> Children are going to use an HTML prompt for a website and refine the AI prompt to modify information.</p>	<p><b>Outline of Main Tasks</b> Arrange the class into small groups and hand out a card, which contain an AI scenario. Ask them to discuss the scenario and decide what they think the ethical solution would be</p>			
<p>RE</p> <p>Why is it better to be there in person?</p>	<p><b>New Core Knowledge</b> A person, place or practice can be significant to someone.</p> <p><b>Revisiting Core Knowledge</b> Brahman is the Hindu name for God</p> <p><b>Key Vocabulary</b> Commitment Practice</p> <p><b>Outline of Main Tasks</b> Ask them to discuss the thoughts, feelings and actions of the people in the image and record these on the sheet. Remind them to use their sticky notes and the words commitment, belonging and spirituality to support their ideas.</p>	<p><b>New Core Knowledge</b> The Western Wall is considered a deeply significant and holy site to Jewish people.</p> <p><b>Revisiting Core Knowledge</b> A person, place or practice can be significant to someone.</p> <p><b>Key Vocabulary</b> Pray Pilgrimage</p> <p><b>Outline of Main Tasks</b> Children will learn why the Western Wall was significant to Jewish people on a pilgrimage and we will make a class wall full of messages and prayers.</p>	<p><b>New Core Knowledge</b> The Night Journey occurred at the Dome of the Rock, where Prophet Muhammad met other prophets and ascended to heaven.</p> <p><b>Revisiting Core Knowledge</b> The Western Wall is considered a deeply significant and holy site to Jewish people.</p> <p><b>Key Vocabulary</b> The night journey Dome of Rock</p> <p><b>Outline of Main Tasks</b> Children will learn that: Prophet Muhammad met other prophets, ascended to heaven and encountered Allah (God) during his Night Journey. And recreate the story using drama freeze frames.</p>	<p><b>New Core Knowledge</b> Hajj is an annual Islamic pilgrimage to Makkah</p> <p><b>Revisiting Core Knowledge</b> The Night Journey occurred at the Dome of the Rock, where Prophet Muhammad met other prophets and ascended to heaven.</p> <p><b>Key Vocabulary</b> Hajj Makkah</p> <p><b>Outline of Main Tasks</b> Children will write a diary entry in the role of a pilgrim going to visit Makkah.</p>	<p><b>New Core Knowledge</b> Humanists (non-religious people) hold an annual convention.</p> <p><b>Revisiting Core Knowledge</b> Hajj is an annual Islamic pilgrimage to Makkah</p> <p><b>Key Vocabulary</b> Humanist Convention</p> <p><b>Outline of Main Tasks</b> Research about a humanist convention in groups and create a poster to explain how they work.</p>	
<p>PSHE</p> <p>Safety and the changing body</p>	<p><b>New Core Knowledge</b> Alcohol consumption can have short-term and long-term consequences.</p> <p><b>Revisiting Core Knowledge</b> Immunisation can help prevent you and others becoming ill</p> <p><b>Key Vocabulary</b> Consumption Consequences</p> <p><b>Outline of Main Tasks</b> Children will think of the long term and short term consequences of alcohol and list them into a table.</p>	<p><b>New Core Knowledge</b> Some websites aren't reliable, and we can check their authenticity.</p> <p><b>Revisiting Core Knowledge</b> Alcohol consumption can have short-term and long-term consequences.</p> <p><b>Key Vocabulary</b> Bias Authenticity</p> <p><b>Outline of Main Tasks</b> Children will use Google to search for different things and rate each website for its reliability, bias and authenticity.</p>	<p><b>New Core Knowledge</b> Online relationships should be treated in the same way as face-to-face relationships.</p> <p><b>Revisiting Core Knowledge</b> Some websites aren't reliable, and we can check their authenticity.</p> <p><b>Key Vocabulary</b> Relationship Anonymous</p> <p><b>Outline of Main Tasks</b> Children will read different scenarios and they will decide by moving from one side of the room to the other if they agree or disagree.</p>	<p><b>New Core Knowledge</b> Changes happen to our body during puberty.</p> <p><b>Revisiting Core Knowledge</b> Online relationships should be treated in the same way as face-to-face relationships.</p> <p><b>Key Vocabulary</b> Puberty Period</p> <p><b>Outline of Main Tasks</b> Children will watch a video that explains how their body might change- we will then complete a quiz to check for knowledge. We will then read scenarios and give advice.</p>	<p><b>New Core Knowledge</b> A male and female are needed to conceive a baby through sexual intercourse.</p> <p><b>Revisiting Core Knowledge</b> Changes happen to our body during puberty.</p> <p><b>Key Vocabulary</b> Conceive Sexual intercourse</p> <p><b>Outline of Main Tasks</b> Children will create a story map to explain how a baby is conceived.</p>	<p><b>New Core Knowledge</b> A baby develops in a female's womb for approximately 9 months.</p> <p><b>Revisiting Core Knowledge</b> A male and female are needed to conceive a baby through sexual intercourse.</p> <p><b>Key Vocabulary</b> Pregnancy Womb</p> <p><b>Outline of Main Tasks</b> Children will create a piece of artwork to show how a baby develops in the female's womb.</p>