

	YEAR 6 SUMMER TERM Week 1: Medium Plan 2021						
	TOPIC TITLE: Climate Change and Deforestation						
	OBJECTIVES/SKILLS YEAR 5 OBJECTIVES YEAR 6 OBJECTIVES						
	SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key Q:		Why do we associate colours with emotions?	What is climate change?	What impact have humans had on the environment?	How can we decrease our carbon footprint?	Should rainforests be developed?	What are the positive and negative influences of technology on health and the environment?
Chosen BLP:	PSHE	<p>WALT: know how to help if someone is being bullied.</p> <p>Power struggles. (Celebrating difference – Unit 2)</p>	<p>WALT: solve problems.</p> <p>Why bully? (Celebrating difference – Unit 2)</p>	<p>WALT: use kind words.</p> <p>(Celebrating difference – Unit 2)</p>	<p>WALT: know how to give and receive compliments.</p> <p>(Celebrating difference – Unit 2)</p>	<p>WALT: be a good friend and enjoy healthy relationships.</p> <p>Emotional and mental wellbeing. (Healthy me – Unit 4)</p>	<p>WALT: understand how to keep calm and deal with difficult situations.</p> <p>Managing stress. (Healthy me – Unit 4)</p>
	Science	<p>WALT: ask questions and develop vocabulary.</p> <p>Thomas Edison – Victorians. Distinction between natural light and artificial light.</p> <p><b>uks2w6:</b> identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>WALT: design a fair test.</p> <p><b>Question:</b> Does the distance from the light source affect the size of the shadow?</p> <p>Working scientifically – investigate the relationship between light sources and shadows.</p> <p><b>uks2w1:</b> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>uks2w3:</b> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p><b>uks2w4:</b> using test results to make predictions to set up further comparative and fair tests</p> <p><b>uks2w5:</b> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>WALT: to understand that beams of light travel in straight lines and change direction when they are reflected from surfaces.</p> <p><b>6d1:</b> recognise that light appears to travel in straight lines</p> <p><b>uks2w2:</b> taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>WALT: I can label the main parts of the human eye and explain their functions.</p> <p><b>6d2:</b> 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</p>	<p>WALT: I can explain how white light is made up of a spectrum of different colours.</p> <p><b>6d3:</b> 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</p>	<p>WALT: prove the angle of incidence is the same as the angle of reflection.</p> <p><b>6d2:</b> 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</p>
	History	<p>History WALT: understand the impact of the Industrial Revolution on the world.</p> <p>To include Victorian industry, technology and progress that is reliant on the burning of fossil fuels</p> <p>NC: know and understand significant achievements and follies of mankind, understand historical concepts such as continuity and change, cause and consequence, significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>					

	Geography	<u>Geography WALT: understand the importance of rainforests.</u>  Food, oxygen, climate change, weather patterns, plant/animal species, medicines, culture.		<u>WALT: investigate the development of rainforests.</u>  Deforestation. (English link – debate) (History link – Victorians, industrial revolution, carbon footprint).	<u>WALT: examine the consequences and the impact of rainforest development.</u>  (History link – consequences of the Industrial Revolution).
	Art D&T	<b>Art</b> <u>WALT: understand the colour wheel.</u> <u>WALT: mix primary colours to create secondary and tertiary colours.</u>	<b>Art</b> <u>WALT: plan and design a rainforest animal in the style of Georges Seurat (Pointillism).</u>	<b>Design Technology</b> <b>Plan</b> <u>WALT: draw an annotated diagram.</u> <u>WALT: practise sewing techniques</u> Generate and communicate innovative ideas through research.  <b>Design</b> <u>WALT: Use a range of techniques and materials to create a Rainforest textile. (cutting and layering)</u> Produce detailed lists of equipment and fabrics and formulate step-by-step plans for making. Investigate and analyse textile products.  <b>Create/Make</b> <u>WALT: Use a range of techniques and materials to create a rainforest textile</u> Know that a 3-D textile product can be made from a combination of pattern pieces, fabric shapes and different fabrics and that fabrics can be strengthened, stiffened and reinforced.  <b>Evaluate</b> <u>WALT: to evaluate designs</u> Investigate and analyse textile products linked to their final product and compare the final product to the original design specification.	
	Computing	WALT: identify benefits and risks of mobile devices.  WALT: identify secure sites.	WALT: understand the meaning of a digital footprint and why people use their information to create a virtual image.	WALT: understand how information online can persist and give away details of those who share and modify it.	WALT: understand the importance of screen time with other parts of our lives.  WALT: identify the positive and negative influences of technology on health and the environment.
	Music	<p style="text-align: center;"><b>Charanga - <i>You've Got A Friend</i> by Carole King</b></p> <ol style="list-style-type: none"> <li>1. Listen and appraise the song <b><i>You've Got A Friend</i></b> by <b>Carole King</b>.</li> <li>2. Learn and/or build on knowledge and understanding about the interrelated dimensions of music</li> <li>3. Practise performing the song in groups/as a class.</li> <li>4. Perform the Song</li> </ol>			

	MFL	Covered thoroughly by BH in Spring Revisit in Summer 2					
	PE (Dance)	Swimming/Coach Wilson  <u>WALT: practise accurate underarm throwing and catching techniques.</u>  Develop fielding techniques	Swimming/Coach Wilson Games  <u>WALT: practise accurate overarm throwing and catching techniques.</u>	Swimming/Coach Wilson  <u>WALT: practise bowling technique.</u>  <u>WALT: develop wicket keeping techniques in cricket.</u>	Swimming/Coach Wilson  <u>WALT: practise bowling and batting technique.</u>	Swimming/Coach Wilson  <u>WALT: play mini cricket games devising own rules.</u>	Swimming/Coach Wilson  <u>WALT: play mini cricket games devising own rules.</u>
	British Values and RE	<b>Mutual Respect</b> Link with PSHE ‘Bullying’ Power struggles	<b>Mutual Respect</b> Link with PSHE ‘Bullying’ <b>Why bully?</b>	<b>Rule of Law</b> Link with PSHE ‘Bullying’ Using social media	<b>Rule of Law</b> Link with PSHE ‘Bullying’ Hate crimes Using social media	<b>Individual Liberty</b> Link with geography and English Palm oil Soya	<b>Individual Liberty</b> Link with geography and English Cattle ranching
	S&L Language Developme	<b>Oracy framework : Linguistic</b> Play articulate describing rainforest animals. Pairs	<b>Oracy framework :</b> Trios	<b>Oracy framework :</b>	<b>Oracy framework : cognitive Debate</b> Should rainforests be developed? Talk tactics sentence openers.	<b>Oracy framework : cognitive Debate</b> Should rainforests be developed? Talk tactics sentence openers. Whole class debate.	<b>Oracy framework :</b>
	Reading	A.Booth Moth by Isabel Thomas	A.Booth <a href="#">How Did The Industrial Revolution Affect Liverpool?</a>	A.Booth Thomas Edison	A.Booth The Parts Of The Eye	A.Booth On A Beam Of Light by Jennifer Berne On A Beam Of Light by Jennifer Berne 2	A.Booth Goodnight Stories For Rebel Girls Amna Al Haddad and Mary Kom  Goodnight Stories For Rebel Girls Michelle Obama
	GPS	<b>WALT: review use of hyphens</b> Hyphenated adjectives Hyphens to avoid ambiguity	<b>WALT: review main and subordinates clauses</b> Co-ordinating and subordinating conjunctions Comma slicing, position of conjunctions in sentences.	<b>WALT: develop sentence structure</b> Using fronted adverbials. Using verb openers Using adjective openers	<b>WALT: review using semi-colons and colons to link clauses.</b> Semi-colons and colons to link independent clauses Using semi-colons to demarcate independent clauses	<b>WALT: Use the active and passive voice</b> Identify synonyms and antonyms	<b>WALT: review apostrophes for possession and contraction.</b>
	English/Writing	<b>WALT: use different forms of poetry.</b> (kennings/haiku/cinquains)	<b>WALT: write a newspaper report.</b> Report on the decline of rainforest animals due to climate change		<b>WALT: write a balanced discussion.</b>		