



<u>Year group: 6</u>	<u>Term: 5</u>		<u>Enquiry Question: Why are the Americas so Diverse?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><b><u>Art</u></b></p> <p><u>Contrasting pieces of art work- North and South America</u></p> <p><u>Featured Artist: Joaquin Torres Garcia</u></p> <ul style="list-style-type: none"> <li>- To know how to review and evaluate their work in sketch books after recording ideas from observations and imagination.</li> <li>- Know how to improve mastery techniques when painting.</li> <li>- Know how to use different materials to create effective layers and textures within painting.</li> <li>- To know how to compose a painting using different materials.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Music and Me</u></p> <p><u>Listen and appraise</u></p> <ul style="list-style-type: none"> <li>- To know songs from memory, who sang or wrote them, when they</li> </ul>	<p>Mastery</p> <p>Evaluation</p> <p>Tint</p> <p>Dry and wet media</p> <p>Brush strokes</p> <p>Silhouette</p> <p>Tone</p> <p>Layers</p> <p>Textures</p> <p>Vibrant</p> <p>Shade</p> <p><u>Music and Me</u></p> <p>Gender, racism, rap lyrics,</p>	<p><b><u>Art</u></b></p> <p><u>Contrasting pieces of art work- North and South America</u></p> <p><u>Featured Artist: Joaquin Torres Garcia</u></p> <ul style="list-style-type: none"> <li>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>- Create shades and tints using black and white.</li> <li>- Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>- Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>- Work from a variety of sources, inc. those researched independently.</li> <li>- Show an awareness of how paintings are created (composition).</li> <li>- Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Music and Me</u></p> <p><u>Listen and Appraise</u></p>

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	<p>were written and why?</p> <ul style="list-style-type: none"><li>- To know the style of songs and to name other songs in those styles.</li><li>- To be able to talk about:<ul style="list-style-type: none"><li>- The style indicators of the songs</li><li>- The lyrics: what the songs are about</li><li>- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li></ul></li><li>- To be able to identify the structure of the songs (intro, verse, chorus etc.)</li><li>- To name some of the instruments they heard in the songs</li><li>- To understand the historical context of the songs. What else was going on at this time musically and historically</li><li>- Know and talk about that fact that we each have a musical identity.</li></ul> <p><u>Composing</u></p> <ul style="list-style-type: none"><li>- To know that a composition is music that is created by a composer and kept in some way so that it can be played or performed again.</li><li>- To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo,</li></ul>	<p>turntablist, DJing, producer, Electronic and Acoustic music.</p>	<ul style="list-style-type: none"><li>- To think about the message of songs.</li><li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>- To listen carefully and respectfully to other people's thoughts about the music.</li><li>- To use musical vocabulary when you talk about music</li><li>- To talk about the musical dimensions working together</li><li>- To talk about the music and how it makes you feel, using musical language to describe the music.</li></ul> <p><u>Composing</u></p> <ul style="list-style-type: none"><li>- To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</li><li>- To explain the keynote or home note and the structure of the melody.</li><li>- To listen to and reflect upon the developing composition and make musical decisions about how</li></ul>
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	<p>dynamics, texture and structure</p> <ul style="list-style-type: none"> <li>- To recognise the connection between sound and symbol.</li> </ul> <p><u>See computing (Multi-Layered Music)</u></p>		<p>the melody connects with the song.</p> <ul style="list-style-type: none"> <li>- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> <p><u>See computing (Multi-Layered Music)</u></p>
<p>Knowledge &amp; understanding of the world</p>	<p><b><u>Geography</u></b></p> <p><u>Why are the Americas so Diverse?</u></p> <p>In topic, our children will learn about the diversity of the American continents and will focus on the following:</p> <ul style="list-style-type: none"> <li>- Know the location of and countries of North/South America.</li> <li>- Understand the climate of North/South America and the reasons for this.</li> <li>- Know about the major mountain ranges of North/South America (physical geography).</li> <li>- Know about the trade and industry of North/South America (Human Geography).</li> <li>- Have the knowledge to carry out a study of a North/South American country.</li> </ul>	<p>Biomes Tropical rainforests Temperate forests Deserts Tundra Taiga Grasslands Longitude Latitude Tropics Equator</p>	<p><b><u>Geography</u></b></p> <p><u>Why are the Americas so Diverse?</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Locate the continents of North/South America.</li> <li>- Identify the countries of North/South America using a map.</li> <li>- Describe some of the different climates in North/South America.</li> <li>- Describe the difference between Human and Physical geography.</li> <li>- Describe some aspects of the human geography of North/South America.</li> <li>- Identify some of the main industries of North/South America.</li> <li>- Prove feasible explanations for one of these similarities or differences.</li> </ul>

	<p><b><u>RE</u></b></p> <p><u>Hopes and Visions: What is life about?</u></p> <ul style="list-style-type: none"> <li>- Know that people of different faiths and beliefs have varying opinions on the meaning of life.</li> <li>- Know that different opinions are equal and valid.</li> <li>- Explore the life and key teachings of faith founders</li> </ul> <p><b><u>French</u></b></p> <p><b><u>This is France</u></b></p> <ul style="list-style-type: none"> <li>- Know how to read words and phrases in simple writing and show understanding.</li> <li>- Know how to write phrases from memory and adapt these to create new sentences to express ideas.</li> <li>- Know how to describe people, places, things and actions both in speaking and in writing.</li> <li>- Know how to use a dictionary or word bank to find new words.</li> </ul>	<p>Theory Belief Philosophy Existence Atheist Agnostic Humanist</p> <p>Le voisin un joueur de foot une actrice un acteur la direction</p>	<p><b><u>RE</u></b></p> <p><u>Hopes and Visions: What is life about?</u></p> <ul style="list-style-type: none"> <li>- Form a personal opinion about the meaning of life</li> <li>- Discuss, express and listen to varying opinions on the meaning of life.</li> <li>- Identify what is important to them as an individual</li> <li>- Make links with key religious beliefs</li> <li>- Identify what makes some questions ultimate</li> <li>- Offer answers to an ultimate question from different faith perspectives</li> <li>- Explain the significance of the key teachings of faith founders for faith members</li> </ul> <p><b><u>French</u></b></p> <p><b><u>This is France</u></b></p> <ul style="list-style-type: none"> <li>- Read carefully and show understanding of words, phrases and simple writing.</li> <li>- Write phrases from memory and adapt these to create new sentences to express ideas clearly.</li> <li>- Describe people, places, things and actions orally and in writing using a dictionary, a word bank or ICT resources.</li> <li>- Talk about, present and discuss information about a countries culture and talk about more complex issues that may affect a countries culture in the world today.</li> </ul>
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	<ul style="list-style-type: none"> <li>– Know how to talk about, present and discuss information about countries culture and talk about more complex issues that may affect culture in the world today.</li> </ul>		
SMSC	<p><b><u>Relationships</u></b></p> <p>Children are taught to identify the most significant people in their lives and understand how it feels to have people in their lives, and how to manage feelings when these people leave our lives.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> <li>– Make choices about my own behaviour.</li> <li>– Understand how rewards and consequences feel.</li> <li>– Understand how theses relate to my rights and responsibilities.</li> <li>– Understand that my actions affect myself and others.</li> <li>– Understand how democracy and having a voice benefits the school community.</li> <li>– Understand how technology can be used to try to gain power or control</li> <li>– Use strategies to prevent this from happening.</li> </ul>	<p>Empathy Responsibility Democracy Collaboration Significant Relationship Special Close Important Loss Grief Hurt Pain Change Bereavement Coping strategies Denial Despair Guilt Shock Hopelessness Anger Acceptance Power Control Authority Bullying Script Assertive Strategies</p>	<p><b><u>Relationships</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>– Take responsibility for their own safety and well-being.</li> <li>– Identify the most significant people to be in my life so far.</li> <li>– Recognise when I am feeling emotions and apply strategies to manage them.</li> <li>– Demonstrate ways I could stand up for myself and my friends.</li> <li>– Take responsibility for my own safety and well-being.</li> </ul>

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<p>Scientific &amp; technological understanding</p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>- To know how to use electricity safely</li> <li>- To know that varying the number of cells in a circuit will alter the output</li> <li>- To know the meaning of electrical symbols</li> <li>- To know the effect of variations in a circuit</li> </ul> <p><b><u>Computing</u></b></p> <p><b><u>Multi-Layered Music (Bespoke)</u></b></p> <ul style="list-style-type: none"> <li>- To understand that the skills learned when sequencing code can be applied onto multi-layered music</li> <li>- To understand the purpose of a piece of music and know how to meet the criteria</li> <li>- To understand how music layered</li> <li>- To understand that a beat is the first layer when sequencing music</li> <li>- To understand how layering of music is used in context</li> </ul>	<p>cell circuit voltage Safety brightness danger volume switches symbol</p> <p>Multi-layering Beat Enhance Compose Sequence Editing</p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>- Draw a circuit diagram</li> <li>- Build a simple circuit</li> <li>- Vary elements in a simple circuit (volume / brightness)</li> <li>- Identify and fix errors in a simple circuit</li> <li>- Identify electric symbols</li> </ul> <p><b><u>Computing</u></b></p> <p><b><u>Multi-Layered Music (Bespoke)</u></b></p> <ul style="list-style-type: none"> <li>- To use a beat as a first layer</li> <li>- To listen to music and make an informed decision regarding which instrument and sound will enhance the sequence</li> <li>- To edit a piece music and reorder to enhance the sequence</li> <li>- To meet the purpose and wants of the audience</li> <li>- To use more layers (including singing)</li> </ul>
<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><b><u>Nimble Nets (Unit 6.5)</u></b></p> <ul style="list-style-type: none"> <li>- Understand how to get into the</li> </ul>	<p><b><u>Nimble Nets (Unit 6.5)</u></b> Shuttle Racket- Court</p>	<p><b><u>Physical Development</u></b></p> <p><b><u>Nimble Nets (Unit 6.5)</u></b></p> <ul style="list-style-type: none"> <li>- To demonstrate and use the correct grip of the racket</li> </ul>

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	<p>'ready' position</p> <ul style="list-style-type: none"> <li>- Understand how to serve the shuttle in order to start the game</li> <li>- Understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play</li> <li>- To understand that the drop shot is an attacking shot, and why</li> <li>- To know where the shot should be aimed for it to be most productive, and why</li> <li>- To understand how to use different shots to outwit an opponent in a game</li> <li>- To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used</li> </ul> <p><u>Cool Core- Pilates (Unit 6.5)</u></p> <ul style="list-style-type: none"> <li>- Learn how to improve cool core, and how to create moves that need balance and strength</li> <li>- Learn how to evaluate others' creations</li> </ul>	<p>Net Shot Rally Court Ready Serve High Low Short Long Racket Back Line Contact</p> <p><u>Cool Core- Pilates (Unit 6.5)</u> Cool Core Pilates Triangle Pose Calming music Mats Fluency Create Sequence Core Sequence Core</p>	<ul style="list-style-type: none"> <li>- To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket</li> <li>- Hit the shuttle with reasonable consistency and accuracy in co-operative rally</li> <li>- Recognise the difference between the low serve and a the high serve</li> <li>- Demonstrate the correct technique when serving the shuttle to start a game</li> <li>- Explain and demonstrate the correct technique for the overhead clear shot</li> <li>- Select and apply a range of shots in a game situation to win points</li> </ul> <p><u>Cool Core- Pilates (Unit 6.5)</u></p> <ul style="list-style-type: none"> <li>- To identify exercises that will improve core strength and stability</li> <li>- Link core strength activities together with fluency</li> <li>- Demonstrate good technique in moves already learned.</li> <li>- To apply balance techniques when performing cool core exercises</li> <li>- Develop co-ordination and balance</li> <li>- To create original cool core moves</li> <li>- Work with a partner to create new moves</li> </ul>
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<u>Guided Reading and other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key questions:</u>
Kenzukes Kingdom		Focus on animal habitats Identifying simple differences in people and countries Look at differences / similarities with UK and Americas	What does diversity mean? What caused the diversity of cultures within the Americas? How does the size of the Americas create diversity of biomes and climate?