




Castercliff Primary Academy – Medium Term Plan.



Year Group: 6	Overarching Questions	
	Science: How can we group and classify these living things? Geography: How do ports like Liverpool bring goods, jobs and money to the UK?	
Term: Autumn 1	Topic Drivers: Science and Geography	
Science: Living things and their habitats (classification)	Geography: Liverpool – trade, ports and industry	
Art: Drawing (Make my voice heard). Leonardo Da Vinci	Music: Advanced rhythms	
RE: Christianity (God)	PSHE: Water Safety	
Computing: Online Safety	MFL: Greetings/numbers/colours	
PE: Invasion games (rugby) and Mindfulness		
	<h3>Meet your brain</h3>	Enrichment
		Robin Wood Residential
Class Novel	English	
Name and Author	Text:	Genre:
Shakespear Anthology	The Tempest (William Shakespeare)	Older Literature



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Week 1	Subsidiary questions Science: Which plants have flowers? Geography: How did trade get global?	
Topic Driver knowledge & skills		Secondary Subject knowledge & skills
<p>Science Give examples of flowering and non-flowering plants Use classification materials to identify unknown plants</p> <p>Geography Know why industrial areas and ports are important. Know that human features can change over time.</p>		<p>RE Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life Consider the value of celebrating landmarks in life – for individuals and communities</p> <p>Music Play and perform in solo and ensemble contexts using voices. Say and clap a variety of rhythms.</p> <p>Art Research and recognise the work of Leonardo Da Vinci.</p> <p>Computing Describe online issues that give us negative feelings and know how to get help.</p> <p>PE To demonstrate passing and catching a rugby ball with consistency, accuracy and control. To make a definite conclusion of when to pass the ball when playing 3v1. To be able to effectively delegate roles to others in a team. To be able to understand how to use other children's strengths and weaknesses.</p> <p>MFL Greeting someone with hello and goodbye – verbally and written.</p>
Vocabulary		Vocabulary
<p>Science: classification, flowering, non-flowering, pollination, spore Geography: trade, port, transport, exchange, goods, company, global, globalisation, international, local, scale</p>		<p>RE: celebration, remembrance, commitment, responsibility Music: rhythm, quavers, crotchets, syllables. Art: influence, research, artist, renaissance Computing: block, online, privacy settings, report. PE: tactic, delegate, roles, positions.</p>



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Week 2	Subsidiary questions Science: Which invertebrates live in our school grounds? Geography: What is the port of Liverpool like?	
Topic Driver knowledge & skills		Secondary Subject knowledge & skills
<p>Science Give examples of animals in some of the invertebrate groups Give the key characteristics of some invertebrate groups Compare the characteristics of animals in different groups Use classification materials to identify unknown animals Give a number of characteristics that explain why an animal belongs to a particular group</p> <p>Geography Know why industrial areas and ports are important. Use Google Earth to locate a country or place of interest.</p>		<p>RE Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God Explain how these rituals might differ between different denominations (eg. infant baptism and believer’s baptism)</p> <p>Music Use and understand staff notation. Talk about the difference between pulse and rhythm.</p> <p>Art To explore expressive drawing techniques.</p> <p>Computing To explore the impact and consequences of sharing online.</p> <p>PE To pass and catch rugby ball with consistency, accuracy and control. To make decisions on when to pass the ball. To use various communication methods to complete activities. To develop non-verbal communication skills.</p> <p>MFL Greeting someone and asking how they are.</p>
Vocabulary		Vocabulary
<p>Science: classification, invertebrate, insect Geography: trade, port, dock, harbour, transport, recreation, residential, industrial</p>		<p>RE: baptism, sin, symbol Music: notation, syllables, rhythm, pulse. Art: expressive, mural, imagery, mark making. Computing: consent, privacy, respect, private, inappropriate PE: pass, catch, decision, communication.</p>



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Week 3	Subsidiary questions Science: What are invertebrates like? Geography: Where does our food come from?	
Topic Driver knowledge & skills		Secondary Subject knowledge & skills
<p>Science Give examples of animals in some of the invertebrate groups Give the key characteristics of some invertebrate groups Compare the characteristics of animals in different groups Give a number of characteristics that explain why an animal belongs to a particular group</p> <p>Geography Know why industrial areas and ports are important. Interpret a wider range of geographical information and maps. Identify patterns in land use and economic activity.</p>		<p>RE Analyse the importance of Christian rites of passage as an expression of faith and commitment Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p> <p>Music Explore rhythmic patterns in order to build a sense of pulse. Clap a complex rhythm. Recognise the number of beats in a bar.</p> <p>Art To consider how symbolism in art can convey meaning. Generate a range of symbols, patterns and colours to represent a meaning. Take inspiration from an artist's style.</p> <p>Computing To understand how to create a positive online reputation.</p> <p>PE To apply simple tactics when playing a rugby type game. To make decisions on when to pass the ball in a game situation. To make effective decisions in groups and teams. To be able to make effective decisions in games.</p> <p>MFL Greeting someone and asking their name.</p>
Vocabulary Science: classification, characteristics, invertebrate, exoskeleton Geography: trade, goods, import, export, climate, global, Pacific, Atlantic, Indian		Vocabulary RE: baptism, promise, symbolism, commitment, faith, confirmation Music: melody, unison, solo, rhythm, beats. Art: interpretation, modern art, reflective, symbolic. Computing: anonymity, digital footprint, reputation, digital. PE: tactic, pass, team, communication.



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Week 4	Subsidiary questions Science: Which type of vertebrate is this? Geography: How did my clothes end up in my wardrobe?	
Topic Driver knowledge & skills		Secondary Subject knowledge & skills
<p>Science Give examples of animals in the five vertebrate groups Give the key characteristics of the five vertebrate groups Compare the characteristics of animals in different groups Create classification keys for animals Give a number of characteristics that explain why an animal belongs to a particular group</p> <p>Geography Know why industrial areas and ports are important. Interpret a wider range of geographical information and maps. Identify patterns in land use and economic activity.</p>		<p>RE Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</p> <p>Music Create own rhythms. Improvise and compose music using the inter-related dimensions of music.</p> <p>Art Discuss the effect of light and dark on an object and consider how to draw it. Create form by applying chiaroscuro to a tonal drawing.</p> <p>Computing Describe how to capture bullying content as evidence. Understand who to share evidence with.</p> <p>PE To apply simple tactics when playing a rugby-type game. To evaluate own work and that of others and suggest ways to improve. To organise a team/individual to complete complex activities. To organise jobs, roles, and deadlines in a team.</p> <p>MFL Say and write numbers from 0-10.</p>
Vocabulary		Vocabulary
<p>Science: classification, characteristics, vertebrate, mammal, fish, bird, amphibian, reptile Geography: global, supply chain, raw materials, manufacture, production, primary, secondary, tertiary, factory, port, import, export, transport, cotton, aluminium, developed</p>		<p>RE: challenges, commitment, responsibility, support, guidance Music: rhythm, compose, improvise. Art: shading, tone, form, chiaroscuro, dark, light. Computing: block, copy, paste, report, URL. PE: evaluate, improve, roles, teamwork, compete.</p>



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Week 5	Subsidiary questions Science: Which tree did this leaf come from? Geography: What are the UK's most valuable exports and where do they go?	
Topic Driver knowledge & skills		Secondary Subject knowledge & skills
Science Create classification keys for plants Geography Know why industrial areas and ports are important. Use a range of numerical and quantitative skills to analyse, interpret and present data.	PSHE Identify a range of danger signs. Develop and name strategies that can help keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident. Music Understand staff and other musical notations. Perform a composition by following notation. Computing To manage personal passwords effectively. Know a range of strategies for managing passwords. Explain what to do if passwords are lost, stolen or shared. PE To apply simple attacking and defending tactics when playing a rugby-type game. To evaluate own work and that of others and suggest ways to improve. To be able to think of various solutions to problems in small groups. To be able to feedback to teams based on their solutions. MFL Say and write numbers from 0-10.	
Vocabulary Science: classification, characteristics, leaf, needle, simple, compound Geography: import, export, manufacture, machinery, trading partner, developed, climate, human, physical,		Vocabulary PSHE: warning, danger, caution, consequence, risk Music: beat, rhythm, notation, staff. Art: composition, effect, drawing, form, tone, shade. Computing: biometrics, hacking, passwords, two-factor authentication, secure. PE: communicate, attack, defend, tactics, solution.



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Week 6	Subsidiary questions Science: How do these microorganisms develop over time? Geography: How can we make trade fair?	
Topic Driver knowledge & skills		Secondary Subject knowledge & skills
Science Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms.	PSHE Develop and name strategies that can help keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident. Understand the dangers that can arise with different weather conditions.	
Geography Develop their views and attitudes to critically evaluate responses to geographical issues.	Music Evaluate self and peers compositions by discussing the inter-related dimensions of music.	
	Art Compare different art styles. Evaluate the context and intention of street art. Apply an understanding of impact and effect to create a powerful image.	
	Computing Be aware of strategies that help protect people online. Understand why software should be regularly updated. Describe strategies to identify scams.	
	PE To be able to work on conflicts for peaceful solutions and conversations. To be able to successfully bounce back from a failure to succeed.	
	MFL Say and write some colours.	
Vocabulary		Vocabulary
Science: microorganism, bacteria, fungus, yeast, germ Geography: global supply chain, development, wealth, Fairtrade, producers, benefit, rights, community		PSHE: accidental, current, potential, circumstance Art: composition, effect, drawing, form, tone, shade. Computing: antivirus, malware, phishing, scammers, financial information, reliable source, software. PE: conflict, tactic, succeed, defend, attack.