

Unit planner: Where in the World are we? Novel: The Princess' Blankets Weeks:4

<p>Key Concepts: monarchy, citizenship, diversity, home democracy,</p>	<p>Intent: To understand where in the world we live: locally by exploring the local area and globally by understanding the world map. To be able explain the role of the monarchy and how that has changed. To know how to be a good citizen.</p>		
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: Welcome back to school and the new Year 6 block:</p>		
<p>Pupils will be taught to - <u>RE</u> See SACRE document- unit 5 <u>Science</u> Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present 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. Identify scientific evidence that has been used to support or refute ideas or arguments. Group and classify things and recognise patterns. Give reasons for classifying plants and animals based on specific characteristics. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. <u>Art</u> Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Begin to develop an awareness of composition, scale and proportion in their work Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. <u>Computing</u> Understand how computer networks enable computers to communicate and collaborate. Begin to use internet services within his/her own creations to share and transfer data to a third party.</p>	<p>Subject:</p>	<p>Key Vocabulary:</p>	
	<p>History: Can I explain the purpose of the monarchy? Can I explain how the monarchy has changed over time? Who is Carol Ann Duffy?</p>	<p>King, Queen , monarchy, government, ruler, democracy, abdicate, descendent, law, entitle, ancestor, monarch, succession, reign, sovereign, coronation, equality, constitutional</p>	
	<p>Geography: Can I identify the geographical features of the UK? Can I use geographical vocabulary to explain my location? Can I use an eight- point compass? Can I use symbols and keys to create a map of the local area? Can I use field work to observe and measure human and physical features in the local area? Can I understand climate zones, biomes and vegetation belts?</p>	<p>Mountains, hills, rivers, cliffs, planet, continent, country, county, city, town, street, village, house, population, climate, map, atlas, compass, symbol, key, observe, record, mouth, glacier, source, desert, rural, urban, field work, Tundra, rain forest, forest, savannah, desert, polar desert, temperate, polar, tropical</p>	
	<p>Music: Can I demonstrate musical vocabulary? Can I sign in harmony? Can I appraise various composers?</p>	<p>Pitch, pulse, tempo, melody, dynamics, duration, rhythm, structure, timbre, texture, appraise, harmony, composer,</p>	
	<p>Art: Can I use tints, tones and shades of a hue? Can I mix paint to create a 12 section colour wheel? Can I appraise the work of Catherine Hyde? Can I create a piece of art inspired by Catherine Hyde? Can I use a range of mediums to create texture?</p>	<p>Tint, tone, shade, hue, primary, secondary, tertiary, appraise, abstract, media,</p>	
	<p>PSHE: Do I understand how to be a good citizen? Do I understand the strands of British Values? Where is home? Am I aware of different types of relationship, including those between friends and families, civil partnerships and marriage? Do I know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people? Can I discuss different types of adult relationships with confidence? Do I know what form of touching is appropriate?</p>	<p>Anxiety, depression, mental health, strengths, weaknesses, aspirations, actions, consequences, citizenship, democracy, values, morals, rule of law, justice, tolerance, individual liberty, mutual respect, equality,</p>	
	<p>RE: Unit 5: What is so special about marriage?</p>		
	<p>Can I consider the concept of relationship and commitment? Can I consider a diverse range of views on the question, 'How can two people show commitment to one another?' Can I consider, from the study of marriage ceremonies, some key events in the lives of believers? Can I think about my own experiences and views in relation to commitment and relationships? Can I explore different cultural and religious beliefs about marriage?</p>	<p>Marriage, wedding, commitment, relationship Love, faithfulness, blessed, ceremony, vows, promises, arranged marriage, marriage contract, Christianity, Judaism, Islam, Sikhism</p>	
	<p>Science: Living things and classification</p>		
	<p>Can I classify animals into groups? Can I make comparisons? Can I use keys and diagrams to classify animals? Can I investigate micro- organisms?</p>	<p>Classify, flora, fauna, micro-organism, species, reptile, bird, plant, fish, mammal, characteristics, amphibian, bacteria, microbe, fungi, key, comparison, group, virus,</p>	

<p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>Design and create a range of programs, systems and content for a given audience.</p> <p>Use technology respectfully and responsibly.</p> <p>Identify a range of ways to report concerns about content and contact in and out of school.</p> <p>Be discerning when evaluating digital content.</p> <p><u>Geography</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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>History</u></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Use evidence to support arguments</p> <p><u>Music</u></p> <p>Sing as part of an ensemble with full confidence and precision.</p> <p>Develop a deeper understanding of the history and context of music.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p>	<p>Can I carry out a fair test? (bread test)</p> <p>Computing:</p> <p>Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard?</p> <p>Can I use Microsoft Excel to present data?</p> <p>Can I explain how to stay safe online?</p> <p>Can I create a safe password and gamer tag?</p> <p>Can I identify a range of ways to report concerns about content and contact in and out of school?</p> <p>Can I combine a variety of software (Adobe, Audible, Pic Collage) to create a piece of media for a given audience?</p> <p>Can I share and transfer the above media to a third party (twitter)?</p>	<p>Software, content, data, programme, table, analyse, pie chart, graph, cell, tally, responsible, stranger, danger, digital footprint, suitable, share, network, collect, design and create, third party, report, audience, share, transfer</p>	
<p>Text types:</p> <ul style="list-style-type: none"> • Description • Letter of complaint • Abstract noun poem • Carol Ann Duffy Double page spread 	<p>Literature:</p> <ul style="list-style-type: none"> • The Princess' Blankets • Tear thief • Lost happy endings • The boy at the back of the class (class read) 	<p>Maths links:</p> <ul style="list-style-type: none"> • Collecting data • Presenting data 	<p>Published Outcomes:</p> <ul style="list-style-type: none"> • Letters of complaint to the King • Blankets with descriptions • E-safety posters • E-safety video for Twitter /Website • Local area display including data.
<p>Enrichment:</p> <p>Trips: local area Visits: Zoo Lab School environment: pond and grounds</p>			

Listen with attention to detail and recall sounds with increasing aural memory and accuracy.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

PSHE

Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

Recognise different types of relationship, including those between acquaintances, friends, relatives and families.

Know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

Know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

Judge what kind of physical contact is acceptable or unacceptable and how to respond

Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.

Know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom