



**Garlinge Primary School & Nursery – Year 6 Medium Term Plan Term 6 2023 - 2024**

**Geography Led Topic: South America**

**Lead Text: Kensuke's Kingdom / South American stories. Production – Pirates of the Curry Bean**

	<u>WEEK 1 03.06.24</u>	<u>WEEK 2 10.06.24</u>	<u>WEEK 3 17.06.24</u>	<u>WEEK4 24.06.24</u>	<u>WEEK 5 01.07.24</u>	<u>WEEK 6 08.07.24</u>	<u>WEEK 7 15.07.24</u>
<b>LEAD TEXT/TOPIC</b>	<b><u>Kensuke's Kingdom then South American Stories</u></b>						
<b>ENGLISH Genres</b>	<b><u>Formal Letter</u></b> to Michiya	<b><u>Personal Account</u></b> Why Did Kensuke Stay? Personal reasons from the point of view of Kensuke – why he wanted to stay on the island	<b><u>Information Text</u></b> Research project on finding out about Japan or Natural Disasters?	<b><u>Information Text</u></b> Research project on finding out about Japan or Natural Disasters?	Preparation for Leaver's Assembly. Poems/Recounts	Preparation for Leaver's Assembly. Poems/Recounts	Processing for Leaver's Assembly. Poems/Recounts
<b>MATHS Refer to Maths Hub Planning</b>	WRM – Consolidation and Themed Projects See weekly plan	WRM – Consolidation and Themed Projects See weekly plan.	WRM – Consolidation and Themed Projects See weekly plan	WRM – Consolidation and Themed Projects See weekly plan	WRM – Consolidation and Themed Projects See weekly plan	WRM – Consolidation and Themed Projects See weekly plan.	WRM – Consolidation and Themed Projects See weekly plan
<b>SCIENCE / SRE / PSHE</b>	<b><u>PUBERTY RECAP</u></b> LI: To understand how the body changes during puberty <a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/safety-and-the-changing-body/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/safety-and-the-changing-body/</a> <a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-4-changing-adolescent-body-puberty/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-4-changing-adolescent-body-puberty/</a>	<b><u>SEXUAL INTERCOURSE</u></b> LI: To understand and explain how babies are made. <a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-5-conception/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-5-conception/</a>	<b><u>ASSISTED FERTILITY AND MULTIPLE BIRTHS</u></b> LI: To understand that babies can be made in other ways than sexual intercourse. <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-in-vitro-fertilisation-ivf/zc3qcmn">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-in-vitro-fertilisation-ivf/zc3qcmn</a>	<b><u>CONTRACEPTION</u></b> LI: To understand what contraception is and how it may prevent pregnancy <a href="https://www.twinkl.co.uk/resource/rshe-contraception-presentation-t-1-f-2549727">https://www.twinkl.co.uk/resource/rshe-contraception-presentation-t-1-f-2549727</a>	<b><u>PREGNANCY, BIRTH AND BABIES</u></b> LI: To understand about pregnancy, birth and babies. <a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-6-pregnancy-and-birth/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-6-pregnancy-and-birth/</a>	<b><u>IDENTITY AND PREJUDICE</u></b> <a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/pshe-identity/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/pshe-identity/</a>	<u>Review RSE</u>











<p>RE</p>	<p><b>MODULE OVERVIEW:</b>  <b>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</b>          What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</p>	<p><b>LESSON 1</b>  <b>LI: To understand how Muslim people build their community.</b>          The Ummah, by following their Prophet?</p>	<p><b>LESSON 2</b>  <b>LI: To understand how it feels to be a part of the Muslim Ummah</b>          What difference does it make?</p>	<p><b>LESSON 3</b>  <b>LI: To understand what harmlessness means in the Hindu religion.</b>          The example of the ways Gandhi stood up for his beliefs and commitments?</p>	<p><b>LESSON 4</b>  <b>LI: To understand how Hindus show their commitment to ahimsa through acts of service or Sewa?</b></p>	<p><b>LESSON 5</b>  <b>LI: To understand what Jesus ta God's taught us about grace and forgiveness?</b></p>	<p><b>LESSON 6</b>  <b>LI: To understand the meaning of grace following Jesus' example.</b>          Jesus' shares bread &amp; wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?</p>
<p>GEOGRAPHY</p>	<p><b>South America</b>  <b>LI - To discuss the physical characteristics of South America (The Amazon and the Amazon River).</b>  <b>Activity: various activities on animals/plants and humans who live the Amazon rainforest.</b>  <a href="#">Facts about the Amazon Rainforest For kids (youtube.com)</a>  <a href="#">Virtual Field Trip - Amazon Rainforest (youtube.com)</a>  <a href="#">Earth Science   Facts About the Amazon Rainforests   Science Videos for Kids - YouTube</a>          Layers of the rain forest  <a href="https://www.youtube.com/watch?v=blh3Kq9xf_o">https://www.youtube.com/watch?v=blh3Kq9xf_o</a>  <a href="https://www.youtube.com/watch?v=ea82Oef91C4">https://www.youtube.com/watch?v=ea82Oef91C4</a>  <b>Eco – Deforestation – the impact.</b></p>	<p><b>South America</b>  <b>LI - To discuss the physical characteristics of South America (The Amazon and the Amazon River).</b>  <b>Activity: poster/leaflet – 10 fun things to do along the Amazon River</b>  <a href="#">Virtual Amazon Adventure Live - The Amazon River - Twinkl</a>  <a href="https://kids.britannica.com/kids/article/Amazon-River/346079">https://kids.britannica.com/kids/article/Amazon-River/346079</a>  <b>Eco – Deforestation – the impact.</b></p>	<p><b>South America</b>  <b>LI - To discuss the physical and human characteristics of a region/country in South America.</b>  <b>Activity: Focus on a region/country of South America (Brazil) My School Day</b>  <a href="#">S24 destinations 16x9 30s (youtube.com)</a>  <a href="#">Brazil for Kids - fun Brazil Facts (youtube.com)</a>  <b>CGP- pages 28 and 29</b></p>	<p><b>Celebration of Culture Afternoon (More information to follow)</b></p>	<p><b>South America</b>  <b>LI - To compare and contrast two differing regions of South America.</b>  <b>Eco – How eco-friendly is South America? Discuss government laws/regulations.</b>  <b>The Southern Cone</b>  <b>CGP- pages 30 and 31 Argentina</b>  <a href="#">Shop Sofas at our Canterbury Store (youtube.com)</a>  <a href="#">Argentina Culture   Fun Facts About Argentina (youtube.com)</a>  <b>Chile</b>  <a href="#">Top Geographic facts about Chile For Kids - a country of EXTREMES (youtube.com)</a>  <b>Paraguay</b>  <a href="#">Interesting facts about Paraguay   South America   Numismatics Academy   Chang2e   Mr Nac (youtube.com)</a>  <b>Uruguay</b>  <a href="#">Wix   For Those Who Want to Be Seen #2 (youtube.com)</a></p>	<p><b>South America</b>  <b>LI - To compare and contrast a region of the UK to a region in South America.</b>  <b>Activity: Children compare Brazil to another country/region of South America.</b>          ICT Research  <b>The Andean</b>  <b>CGP – pages 26 and 27</b>  <a href="#">Peru &amp; The Andes: Living on the Climate Change Frontlines (youtube.com)</a>  <a href="#">Peru: Machu Picchu - Travel Kids in South America (youtube.com)</a>  <a href="#">The Majestic Andes Mountains   Andes: The Dragons Back   BBC Studios (youtube.com)</a></p>	<p><b>South America</b>  <b>LI - To compare and contrast the UK to a region in South America.</b>  <b>Activity: Children compare Kent or UK to a region/country that they have studied in South America. Peru, Surinam discussing its physical (including climate zones, biomes and vegetation belts) and human characteristics (economic activity and distribution of ICT Research - booklets</b></p>



<p><b>PMFL</b></p>	<p><u>Transition French</u> Term of mixed skills with key vocabulary useful for secondary school Numbers <b>LI – To be able to recall French numbers.</b></p>	<p><u>Transition French</u> Term of mixed skills with key vocabulary useful for secondary school Time, dates etc. <b>LI – To know how to tell the time in French.</b></p>	<p><u>Transition French</u> Term of mixed skills with key vocabulary useful for secondary school Around town <b>LI – To understand themed town vocabulary.</b></p>	<p><b>Celebration of Culture Afternoon (More information to follow)</b></p>	<p><u>Transition French</u> Term of mixed skills with key vocabulary useful for secondary school In school <b>LI – To be able to use French school vocabulary.</b></p>	<p><u>Transition French</u> Term of mixed skills with key vocabulary useful for secondary school Children's choice LOTC – word hunt <b>LI – depending on choice</b></p>	<p>Review French for the year and discuss secondary transition</p>
<p><b>COMPUTING</b></p>	<p>Linked to Geography: Comparing the UK to Brazil. <b>LI – To be able to use computer network and internet links in order to develop knowledge.</b></p>		<p><b><u>Communication &amp; collaboration</u></b> <b>LI – To be able to select, use and combine software on a range of digital devices.</b> (Linked to transition and also the production).</p> <p><b><u>Programming / computational thinking</u></b> <b>LI – To be able to use logical reasoning to detect and correct errors in algorithms and programs.</b> <b>LI – To be able to explain how simple algorithms work.</b> <a href="http://www.code.org">www.code.org</a> and Purple Mash. Project over the term.</p>				
<p><b>MUSIC</b></p>	<p>South American – topic linked. Listen and appraise.</p> <p>Listening and performing songs from year 6 production. <b>LI: To Sing a broad range of songs, including those which involve syncopated rhythms, as part of a choir with a sense of ensemble and performance, including observing phrasing, accurate pitching and appropriate style.</b> <b>LI: Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</b></p>						



<p><b>ART &amp; DESIGN</b></p>	<p><b><u>Animals of the Amazon</u></b>  <b>LI -To work in a sustained and independent way to develop their own style of drawing/painting.</b></p>   <p>Study the work of Henri Rousseau including, Tiger in a Tropical Storm.</p> 	<p><b>LI - To develop the use of simple geometric shapes and patterns within collage (creating layers).</b>  <b><u>Beatriz Milhazes</u></b></p>  <p>A collage artist and painter who uses very colourful materials to create pictures. She is influenced by the tropical flowers and plants near her home in Brazil, and also the carnivals and culture of Brazil. She uses these inspiring places and experiences, turning them into bright, clashing colours or simple shapes. Children create their own collages inspired by this artist's work.</p> 	<p><b>Animals who live in the trees of the Amazon Rain Forest</b>  <b>LI -To create a composition using your own style through the development of line, tone, pattern, texture.</b></p> <p><b><u>Toucans of the Rainforest</u></b>  Children study this beautiful bird and create colourful images using acrylic paints or pastels. Watch the step-by-step video on how to draw a toucan and get the correct proportions:</p>  <p><a href="https://www.youtube.com/watch?v=q4f_gQH7Skk">https://www.youtube.com/watch?v=q4f_gQH7Skk</a></p>  <p><b>Eco – What are humans doing to destroy/protect our rainforests? Which animals are endangered? Why?</b></p>	<p><b>LI - To create a composition using line, tone and pattern is.</b>  <b><u>Romero Britto</u></b></p> <p>A Brazilian artist, painter, serigrapher, and sculptor. He combines elements of cubism, pop art, and graffiti painting in his work, using vibrant colours and bold patterns as a visual expression of hope, dreams, and happiness:  <a href="https://britto.com/artworks/originals/">https://britto.com/artworks/originals/</a></p>  <p>Be inspired by his work and create your own image in his style. You could base your design on a self-portrait, a word, an animal, a symbol, or something special to you. Maybe have a go at how to draw a cat in this style:  <a href="https://artprojectsforkids.org/draw-a-romero-britto-cat/">https://artprojectsforkids.org/draw-a-romero-britto-cat/</a></p>	<p>Year 6 production props, costumes, set design.</p>	<p>Year 6 production props, costumes, set design.</p>
<p><b>DESIGN TECHNOLOGY</b></p>	<p><b><u>ART LED TERM</u></b></p>	<p>Year 6 production props, costumes, set design.</p>	<p>Year 6 production props, costumes, set design.</p>	<p>Year 6 production props, costumes, set design.</p>	<p>Year 6 production props, costumes, set design.</p>	<p>Year 6 production props, costumes, set design.</p>

