



Garlinge Primary School & Nursery – Year 6 Medium Term Plan Term 4 2024 - 2025
Geography Led Topic: Our World / Map Focus Lead Text: Kensuke's Kingdom Yr. 6 Lead Text

	WEEK 1 24.2.25	WEEK 2 3.3.25	WEEK 3 10.03.25	WEEK 4 17.03.25	WEEK 5 24.03.25	WEEK 6 31.03.25
LEAD TEXT / TOPIC	Our World Maps Kensuke's Kingdom – Michael Morpurgo (Can continue into first few weeks T5)					
ENGLISH Genres	Argument and persuasion Assessment Balanced discussion linked to whether Michael's family should leave or stay.	SATS practice week Argument and persuasion Assessment Balanced discussion linked to whether Michael's family should leave or stay.	SATS practice week NCR Report NCR basking sharks. Organised research and factual presentation.	NCR Report NCR basking sharks. Organised research and factual presentation.	Newspaper Report Planning Continue next week. Michael goes missing at sea <i>Water - Michael searching for water and on UNCR. Talk of wasting water, clean and dirty water.</i>	Newspaper Report/Recount Michael goes missing at sea.
MATHS	Fractions, decimal and percentages Begin Revision programme	Fractions, decimal and percentages Begin Revision programme	Tests and review/analyse Begin Revision programme	Area, perimeter and volume Begin Revision programme	Statistics Begin Revision programme	Statistics Begin Revision programme
SCIENCE <u>See the Scheme of Work</u>	<u>LI</u>: To explain what I know about light. Introduce, KWL and key vocabulary. This term we will be: -Recognising that light appears to travel in straight lines. -The eye and how we see -Reflection of light -Shadows have the same shape as the objects that cast them	<u>LI</u>: To investigate how we see things. Refer to plan http://www.bbc.co.uk/education/clips/zf9c87h CGP – Light page 1 and 4. Rising Stars Primary Science – page 44 and 45 / 48 - 49	<u>LI</u>: To investigate how light travels. Refer to plan http://www.bbc.co.uk/education/clips/zyntsbk http://www.bbc.co.uk/education/clips/zf9c87h CGP – Light pages 1-4 Rising Stars Primary Science – page 46-47 <i>Types of bulbs and batteries</i>	<u>LI</u>: To investigate what happens when light is reflected. Refer to plan http://www.bbc.co.uk/education/clips/zs3ygk7 http://www.bbc.co.uk/education/clips/ztcg9i6 CGP – Light pages 5-7 Rising Stars Primary Science – page 50-51	<u>LI</u>: To investigate what changes the length of a shadow. Refer to plan http://www.bbc.co.uk/education/clips/z87jnp3 http://www.bbc.co.uk/education/clips/z6fnvcw CGP – Light p 13-21 Rising Stars Primary Science – page 50-51 <i>LOTC Shadows</i>	<u>LI</u>: To experiment with transparent and translucent objects Use this week as needed and review topic. Testbase Questions



**GEOGRAPHY
Lead Topic
term**

Eco Posters – a new term. Remind children about the ways in which we try to be eco-friendly in our classroom and school.

LI: To identify the continents and oceans in the world (physical geography).



What is a continent?
What is an ocean?
How many continents are there? Can you name them?
What is an ocean? Can you name all the oceans in the world?

Activity: To complete map-work on locating the continents and oceans.

<https://www.youtube.com/watch?v=Wg-pFtvsymo>

Linked to ICT:

Children create a fact-file about one of the continents that most interests them.
<https://kids.nationalgeographic.com/videos/destination-world/>

LI: To identify countries and major cities in the world. (physical geography).



What is the difference between a continent and a country.

kids.nationalgeographic.com/geography/countries

What is a capital city? Why are they different from towns and villages?

www.youtube.com/watch?v=y1f7YS_w1FA

Activity: Children use a variety of maps/atlasses to identify different countries and capital cities and answer questions relating to these.

Extension: Write an a-z of countries.

LI: To understand the concept of time zones.



What is a time zone?

Why is it a different time in another part of the world to that in the UK?

What is the difference in time between countries/cities?

Why do we need different time zones?

What is the Greenwich meridian?

Why do some countries turn their clocks forwards and back during the year?

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4>

<https://www.turtlediary.com/video/time-zone.html>

Activity: Complete the time zone worksheet.

Extension: Airport Timetable question.

Research - Why do you think India and China are so special?

LI: To identify the position of significant 'invisible' lines on a world map including longitude and latitude.



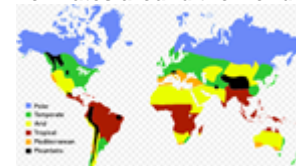
What is longitude?
What is latitude?
Why are these invisible lines important?

www.bing.com/videos/search?q=longitude+and+latitude&adstrict&view=detail&mid=E8B15631017D4016D815E8B15631017D4016D815&&FORM=SVRTCV

www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr

Activity: Mapping lines of latitude and longitude and follow up questions.

LI: To identify different climates around the world.



What is weather?
What is climate?
What is the difference between weather and climate?
NASA Climate Kids

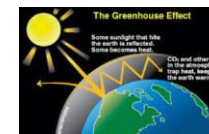
Weather and climate - BBC Bitesize

www.youtube.com/watch?v=g54HoyaoGdA

Adaptations in Animals - How Do Animals Adapt in Different Climates? - GCSE Biology - YouTube

Activity: Children complete mapwork identify the different climates around the world. Which animals live in these countries?

LI: To understand the impact of climate change.




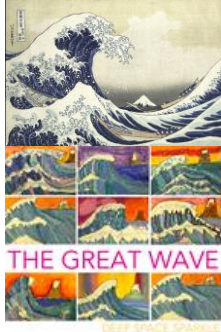

Climate change - BBC Teach

Do you know what climate change means?
Do you know what causes climate change?
Is it important to look after the planet?
What can you do to help stop climate change?
Do grown-ups care enough about protecting the planet?

Activities: 5 ways to help our planet
Design a poster which persuades people to make a change in their life to improve the impact on global warming.

ECO – Global Warming and Climate Change the effect that humans are having on the earth – what can we do to help.



<p>ART & DESIGN</p>	<p>Kensuke's' Kingdom Art Links Sketches of the Peggy Sue Ship</p> <p>LI -To develop your own style of painting.</p> <p>Children go on to recreate the cover of the book.</p> 	<p>Kensuke's' Kingdom Art Links</p> <p>LI -To explore the work of the Japanese artist Katsushika Hokusai.</p> <p>LI - To work in an independent way to develop your own style of painting (blocking in colour, washes, thickened paint creating textural effects).</p> <p>Use colour mixing techniques to produce a refined finished product. Children will produce their own interpretation of a 'Hokusai inspired' Japanese wave picture https://www.deepspacesparkle.com/the-great-wave-art-project/</p>  <p>LOTG – Children go for a walk along the beach and study the waves – think about their movement, the colours and patterns.</p> <p>Eco – Sea pollution. What can we do to help?</p>		<p>Kensuke's' Kingdom Art Links</p> <p>LI - To mix and match colours to create atmosphere and light effects. (Revision of Year 5 work)</p> <p>LI- To further develop simple perspective in their work. (Revision of Year 5 work)</p> <p>Colour blending and creating silhouettes.</p> 	<p>Rotary Competition (to be completed over 2/3 weeks) Suggested theme: - Endangered animals/creatures in Kent:</p> <p>Honey Buzzard Red Squirrel Water Vole Turtle Doves Merlin Grey long-eared bats Hedgehogs Voles White-Tailed Eagles Moths Beavers</p> <p>Or Port Lympne -Nature Reserve work</p> <p>Kent animal reserve welcomes endangered orangutan brothers - BBC News</p> <p>Orangutan – links with our class reader</p>		
<p>DESIGN TECH</p>	<p>Art led term</p>						
<p>MUSIC</p>	<p>Music Express Roots</p> <p>LI: To sing a traditional Ghanaian song</p>	<p>LI: To improvise with descriptive music</p>	<p>LI: To combine rhythm cycles with percussion</p>	<p>LI: To sing call and response songs in two groups</p>	<p>LI: To plan and structure a piece of music</p>	<p>LI: To develop and rehearse a piece for a performance</p>	
<p>PE TRI GOLF</p>	<p>PE</p> <p>LI-I understand How to Use Golf equipment and have a better understanding of Putting. Roll a cone/Hit a cone</p>	<p>PE</p> <p>LI-I am able to use perseverance when aiming at a target. Dominoes/Finders Keepers</p>	<p>PE</p> <p>LI-I understand how to use golf equipment and have a better understanding of Chipping. Chipping/Chipping over a bench</p>	<p>PE</p> <p>LI-I am able to use Perseverance when aiming at a target. Grand national/Into a hoop</p>	<p>PE</p> <p>LI-I Can use Aspiration when competing against myself and others Putting intra</p>	<p>PE</p> <p>LI-I Can use Aspiration when competing against myself and others Chipping Intra</p>	



RACKETS Please note weeks may change weather dependent	L.I-To understand and practise some of the fundamental skills of net and wall sports (tennis, squash, badminton)	L.I-To hit a ball with accuracy using the forehand technique	L.I-To be able to play a backhand stroke with control and accuracy	L.I-To learn and develop the use of a volley shot in net and wall sports	L.I-To learn attacking and defensive tactics in net and wall sports	L.I-To combine move hand and shot knowledge in a game of tennis, modified squash, and badminton
RE	<u>LI:</u> To recall key events in Holy Week and question them	<u>LI:</u> To understand the terms 'free-will' and 'determinism'	<u>LI:</u> To learn about the life of Jesus	<u>LI:</u> To analyse the events of Holy Week and discuss their importance	<u>LI:</u> To understand the term 'atonement' and discuss the relation to my life.	<u>LI:</u> To relate the experiences of Jesus to my own life and choices
PSHE	<u>Family & Relationships</u> Lesson 1: Respect LI: To understand what we mean by respect and why it is important	<u>Family & Relationships</u> Lesson 2: Respectful relationships To understand that respect is two-way and how we treat others is how we can expect to be treated	<u>Family & Relationships</u> Lesson 3: Stereotypes: Attitudes To explore other people's attitudes and ideas and to begin to challenge these	<u>Family & Relationships</u> Lesson 4: Challenging stereotypes To understand stereotypes and be able to share information on them	<u>Family & Relationships</u> Lesson 5: Resolving conflict To resolve disputes and conflict through negotiation and compromise	<u>Metacognition lesson 4</u> Ingenious inventions
PMFL – SALUT	<u>Salut Unit N – Les saisons</u> The seasons – les saisons <u>LI –</u> To learn related French vocabulary.	<u>Salut Unit N – Les saisons</u> Spring and Summer Le printemps et l'ete. <u>LI –</u> To learn related French vocabulary.	<u>Salut Unit N – Les saisons</u> Autumn and Winter L'automne et l'hiver <u>LI –</u> To learn related French vocabulary.	<u>Salut Unit N – Les saisons</u> The Date La date <u>LI –</u> To learn related French vocabulary.	<u>Salut Unit N – Les saisons</u> Arts and Crafts Travaux manuels <u>LI –</u> To learn related French vocabulary.	<u>Salut Unit N – Les saisons</u> Review <u>LI –</u> To learn related French vocabulary.
COMPUTING	<u>Online Revision Activities</u> Use various programmes LBQ, testbase, BBC, Purple Mash <u>LI –</u> To successfully use technology programmes to practise my year 6 knowledge.	<u>Online Revision Activities</u> Use various programmes LBQ, testbase, BBC, Purple Mash. <u>LI –</u> To successfully use technology programmes to practise my year 6 knowledge.	<u>Online Revision Activities</u> Use various programmes LBQ, testbase, BBC, Purple Mash <u>LI –</u> To successfully use technology programmes to practise my year 6 knowledge.	<u>Online Revision Activities</u> Use various programmes LBQ, testbase, BBC, Purple Mash <u>LI –</u> To successfully use technology programmes to practise my year 6 knowledge.	<u>Privacy Rules</u> <u>LI:</u> To understand how the internet can be private. Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.	<u>Privacy Rules</u> <u>LI:</u> To understand how the internet can be private. Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.

LOTG to be indicated on planning ECO to be indicated on planning