

Topic**Geography Focus - Australia**

OVERVIEW: This term the children will be using the context of Geography and the theme of Australia to practise and acquire new skills across the curriculum. The stimulus for the theme is a painting of day-to-day life in the Australian Outback.

The children will develop their understanding of another place in the world in which they live. As well as learning about Australia and comparing it with England and other countries, children will also be encouraged to investigate and form their own opinions and ideas about issues which are important to the Australian people (eg. Constitution and Commonwealth). Children will have the opportunity to take part in a remote learning experience to find out what life must be like for children living in the Australian Bush.

In Art, children will have the opportunity to investigate Aboriginal Artwork and investigate how early paintings were commonly used to tell a story. Children will investigate colour and practise a range of application skills, building up towards producing an assessment piece at the end of the block. This will also provide a backdrop for children's learning in Music where they will explore journey music, working towards composing their own piece for assessment.

Maths links

Literacy links

British Values

ICT link

Daily maths:

- Soft start - number facts e.g. factors/prime numbers, odd/even, partitioning, place value etc.
- Pie charts - attendance comparing between classes
- Dates/time/months etc - what will the date be in three days time? End of the month?

Enrichment

	English	Maths	Science	Geography	Art	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Our work is incredible - photocopied LO* work in literacy. Outside RS	Measures - outside HM.	Evolution - outside HM.		Andy Warhol - outside MM.		E Safety - near photocopier.	
Trips / visitors	Visit - Transition workshop Junior Citizens							
Safety	E-safety- ongoing							
Whole school focus	COMPUTING EXHIBITION							
Opening Minds	Art & DT - Communication Indoor PE - Leadership Music - Cultures January - risk taking, February - positive motivation, March - communication, April - coaching.							

Core subjects

Handwriting Expectations- promoted across the curriculum

Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.

Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science - RS</u>	<u>Computing - KD</u>
				Spring 1 - Light Spring 2 - Electricity	Creating adverts
Week 1	<p>Stories with a Flashback: <u>Context:</u> By the end of week 2 the ch will write their own story which includes a flashback.</p> <p>Vocabulary: Pupil can almost always use expanded noun phrases to convey</p>	I can find and create subordinate/ relative clauses.	<p>Prefix - ANTI e.g. antibiotic, anticlockwise, antifreeze</p> <p>Suffix - IC e.g. traffic, picnic, panic</p>	I can write and carry out an effective method to explain how light travels.	<p>I can share ideas with others to develop an advert.</p> <p>Persuasive writing techniques</p>

Week 2	<p>complicated information concisely and uses them across a range of independent writing</p> <p>Grammar: Pupil confidently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing: e.g. <i>they had always intended to have a holiday there but the recent earthquake has changed their plans.</i></p>	I can change words to the correct tense.	<p>-ie e.g. piece, niece, chief</p> <p>-graph e.g. autograph, holograph, paragraph</p>	<p>I can investigate a question about shadows and find answers using a fair test.</p> <p>Estimate - what is 10cm away?</p> <p>Measuring - cm</p>	<p>I can use a storyboard to plan our adverts.</p> <p>Planning</p>
Week 3	<p>Punctuation: Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists.</p>	I can punctuate a sentence correctly	<p>Prefix - re e.g. remember, retreat, release</p> <p>Suffix - ight e.g. eight, flight, weight</p>	LO. I can draw diagrams to explain how we see.	<p>I can film our advert using green screens.</p> <p>Speaking & Listening</p>
Week 4	<p>Recounts <u>Context:</u> By the end of Week 2 the big write will be a recount of a skydive in Australia.</p> <p>Drafting: Pupil can think aloud and record their ideas, drawing on independent reading and</p>	I can identify and use a range of connectives / conjunctions	<p>Suffix - ible e.g. sensible, incredible, possible</p> <p>Suffix - ight e.g. light, might, flight</p>	<p>I can select the most appropriate ways to answer science questions using a fair test.</p> <p>(Plan fair test - What happens to light in water?)</p>	I can use video editing software to refine and develop our advert.

<p>Week 5</p>	<p>research, choosing ideas for impact and to enhance the effectiveness of what they write.</p> <p>Editing: Pupil can almost always work alone to evaluate writing for overall impact for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and confidently feeding back appropriately with helpful details.</p> <p>Vocabulary: Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: <i>e.g. after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.</i></p>	<p>I can identify and use prefixes and suffixes.</p>	<p>Synonyms</p> <p>e.g. knight/night, their/there, witch, which</p>	<p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>(Carry out investigation)</p> <p>Measures</p>	<p>I can evaluate the quality of the advert we filmed, describing the techniques used.</p>
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Week 6	<p>Reports on a product <u>Context:</u> At the end of the unit the ch will write their own report about a product of their choice.</p> <p>Planning: Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.</p> <p>Writing: Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.</p> <p>Editing: Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.</p>	Revision Week/ Assessments	-au e.g. autumn, daughter, naughty	I can apply my scientific knowledge to a range of contexts. Science Assessment - Light, Evolution, Humans. Pre-test some electricity objectives.	Safer Internet Week
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Half Term					
Week 7	Continue with Reports on a product	I can use the present form of verbs to mark relationships of time and cause.	Words from the Y6 spelling list.	I can select suitable equipment to answer scientific questions	I can discuss ideas learnt from initial advert evaluation.
Week 8	<p>Adventure stories Context: Based on the story 'Kidnapped'.</p> <p>Planning: Pupils can note and develop initial ideas, drawing on their own research for support.</p>	I can use the active and passive voice	Words from the Y6 spelling list.	I can use scientific diagrams to communicate information.	I can plan a storyboard for updated advert following on from evaluation. Editing
Week 9	<p>Writing: Pupils can ensure that they write in the correct tense throughout a piece of writing.</p>	I can use the subjunctive form	Words from the Y6 spelling list.	I can use my observations to draw conclusions.	I can film our new advert using up-levelled ideas and techniques.
Week 10	<p>Editing: Pupils can proofread for spelling and punctuation errors.</p>	I can distinguish between direct and reported (indirect) speech	Words from the Y6 spelling list.	<p>Writing lesson - I can research information to create a safety leaflet for children</p> <p>(Electricity Safety)</p>	I can use video editing software to refine and develop our advert post-initial evaluation.

<p>Week 11</p>	<p>Descriptive settings <u>Context:</u> At the end of the unit the children will produce a letter to the Australian government about closing the Great Barrier Reef to tourists. Individual liberty- freedom of choice/ opinion</p>	<p>I can revise grammar terminology:</p> <ul style="list-style-type: none"> - Auxillary verb, - Determiner - Fronted adverbials - Clauses (main, relative etc) - Homophone 	<p>Words from the Y6 spelling list.</p>	<p>Writing lesson - I can write a safety leaflet for children (Electricity Safety)</p>	<p>I can re-evaluate the quality of the advert we filmed, describing post-evaluation results.</p>
<p>Week 12</p>	<p>Planning: Pupils can use organisational and presentational devices to structure their texts.</p> <p>Writing: Pupil can continue to distinguish between homophones and other words which they get confused.</p> <p>Editing: Pupil can almost always propose appropriate changes to punctuation to enhance effects and clarify meaning in their own and others' writing.</p>	<p>Assessment Week</p>	<p>Assessment Week</p>		

Foundation subjects

	<u>Geography - HM</u> Australia	<u>Music - NM</u> Australian Music	<u>Art/DT - MM</u> Spring 1 - Aboriginal Art	<u>RE - KW</u> Spring 1 - Buddhist Beliefs Spring 2 - Big Questions Understanding Different Faiths and Beliefs	<u>PE (Sports Coach) - MM</u> Spring 1 - Badminton(Indoor) Spring 1- Hockey (Outdoor) Spring 2 - Gymnastics(Indoor) Basketball(Outdoor)	<u>PSHE -</u> Good to be me
Week 1	I can locate the world's countries using maps. Distances Co-ordinates	I can investigate how music reflects differing locations and traditions	I can experiment with lines and shapes to convey meaning. - Shape - Pattern - Ratio - Angles	I can make informed responses as to how Siddhartha felt following the 4 sights.	I can hit the shuttlecock with control. I can control when dribbling	I can recognise and describe positive things about myself
Week 2	I can use atlases, globes and maps to find out about places		I can manipulate materials and processes to suit my purpose.	I can make comparisons with my own values (Three signs of being, Four noble truths, noble eightfold path)	I can hit a target-serving. I can increase my confidence when dribbling	
Week 3	I can describe what places are like I can use the internet to research for		I can manipulate materials and processes to suit my purpose.	I can explain the lifestyle of Buddhist monks and nuns Mutual Respect	I can keep the shuttlecock up in a rally. I can pass the ball	

	information					from a variety of sources Mutual Respect
Week 4	Writing Lesson I can explain how human impact causes changes to the environment I can use the internet to research for information		I can communicate ideas by manipulating materials and processes. I can use ICT equipment to edit and manipulate images	I can explain the importance of my own life style choices	I can attack play. I can attack and defend	
	Week 5	I can compare the weather in Australia to the UK Drawing graphs/ Statistics	I can compose Aboriginal rhythms using accurate notation.	I can adapt and refine my work.	I can debate whether the world would be perfect if we followed the middle way. Mutual Respect	I can understand the rules of badminton. Rules and laws I can work in a team
Week 6	I can compare the different physical environments of Australia I can use the internet to research for		I can analyse and comment on my own and other's work. Mutual Respect	I can create a leaflet to inform people on Buddhist beliefs	I can play badminton using the correct rules. I can work in a team	

	information					
Half Term						
Week 7	<p>I can explain how people can improve or damage the environment.</p> <p>Statistics</p> <p>I can use the internet to research for information</p>			I can explain how I believe the universe began and why.	<p>I can travel around the gym demonstrating a variety of levels and speeds.</p> <p>I can dribble the ball with control</p>	I can be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.
Week 8	<p>I recognise some of the links and relationships that make places dependent on each other.</p>			I can discuss the meaning of life.	<p>I can demonstrate a range of shapes during flight.</p> <p>Geometry</p> <p>I can shoot</p>	
Week 9	<p>I can explain my own views and begin to suggest relevant geographical questions</p>			I can explain what is meant by faith	I can demonstrate counter balance to show changes in shapes and	

	<p>and issues.</p> <p>Individual liberty- freedom of choice/ opinion</p>				<p>sequences.</p> <p>I can attack</p>	
Week 10	<p>Writing lesson - I can write a leaflet to persuade people to visit Australia.</p>			<p>I can debate (should the rich give money to the poor).</p>	<p>I can evaluate the sequences of my team.</p> <p>Take photos/record for evaluation of sequences.</p>	
					<p>I can defend</p>	