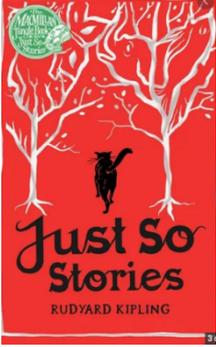
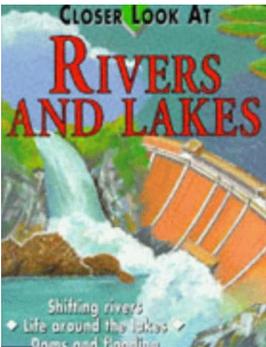




Medium Term Planning Autumn 1

Year 6

Topic:	Outdoor and Adventurous
Main Subject	Geography
Linked Subjects	Science (Living things and their habitats), Art (Printing), PE (Orienteering)
NC objective	Describe and understand key aspects of rivers
Main subject key knowledge and skills	<ul style="list-style-type: none"> * know, name and locate the main rivers in the UK • know the names of and locate a number of the world's longest rivers * know and label the main features of a river * know why most cities are located by a river • explain the features of the water cycle * use Google Earth to follow the journey of rivers * know what the Ordnance Survey symbols stand for * know how to use six-figure grid references * know the names of the 4 countries that make up the UK * know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland * name the three seas that surround the UK * know the names of and locate at least eight counties and at least six cities in England * know the names of and locate at least eight major capital cities across the world
Linked subject key knowledge and skills	<p><u>Science</u></p> <ul style="list-style-type: none"> *I can 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. I can give reasons for classifying plants and animals based on specific characteristics. <p><u>Art - Pattern and Print</u></p> <ul style="list-style-type: none"> *I can use a range of e-resources to create art. *I can identify and draw objects and use marks and lines to produce texture. *I can use images which I have created, scanned and found; altering them when necessary to create art. *I can over print to create different patterns. *I can use a full range of pencils, charcoal or pastels when creating a piece of observational art. *I can create an accurate print design following criteria. *I can research the work of an artist and use their work to replicate a style (Y5 20/21) <p><u>PE</u></p> <ul style="list-style-type: none"> • I can plan a route and a series of clues for someone else to follow. • I can plan with others taking account safety and danger. • I can evaluate a route and suggest improvements. • I can plan a route for a specific group (e.g younger children, wheelchair). • I can respond to feedback to make improvements and set targets for further developments. * I can allocate a time frame from start to finish.
Discrete Subjects	<p>French – Notre Ecole</p> <p>RE - How does faith enable resilience?</p> <p>How and why do some people inspire others?</p>

Main Text			
Main Writing Genre	Poetry	Recount	Short Story
Enrichment	Now press play Geography - The Water Cycle		
Weekly overview	<p>WK1 – Knowledge organiser- look at key vocabulary and then play kahoot to see what children already know about rivers (topic in year 4) Understand what rivers are and how they work. Use an atlas to locate the world’s largest rivers on a map (Atlas skills). English- Just so stories- plan own just so story Reading- focus on different structures, ideas, themes and characters of the different stories in Rudyard Kiplings Just so story. Science- revise knowledge on living things and their habitat.</p> <p>WK2 – Geography- look at how rivers work from source to mouth using youtube clips. Label features of a river. Look at the three courses of a river and what happens in each stage. English- Writing a setting and character description for their own just so story. Reading- Just so stories setting and character descriptions. Science- Understand that classification systems can be grouped according to similarities & differences.</p> <p>WK3 – Watercycle- Now Press play. Understand how the watercycle works. Writing- Complete the ending of the just so story and then edit to write final piece. Start planning own poem Reading- Look at and read different poems (Ted Hughes poetry). Science- Classification system</p> <p>WK4 – Geography- explain and describe how rivers are used around the world. Writing- write and edit the final poem. Science- Use classification keys to sort living things according to observable characteristics.</p> <p>WK5 – Geography- explain how flooding affects communities and how to limit flood damage. Look at arguments for and against the Three Gorges Dam. Reading- Look at different examples of recounts with the features. Writing- Plan own recount. Science- Create own classification key.</p>		

	<p><u>WK6- Writing- Start planning and editing recount.</u> <u>Geography OS maps and grid references (Cross-curricular links to Maths).</u> <u>Science- Classify leaves</u></p>
	<p><u>WK7 – Writing- Edit and write final recount.</u> <u>Science- Classify unusual living things.</u></p>
Reflection of Learning	<p>Kahoot (quiz at the end of topic) Memory recalls</p>
Sticky Knowledge	<ul style="list-style-type: none"> - The world's longest river is the River Nile which stretches to 4160 miles in length. - The world's shortest river is the Roe river which measures only 201 feet. - The water cycle is the way in which the water move around the Earth. It never stops! - The river consists of three stages: upper, middle and lower course. - The river has many uses around the world: cooking, cleaning, growing crops, transporting and creating power. - Flooding is caused by poor drainage around or close to a river.
British values/citizenship	<p>Individual liberty</p>
Maths links	<p>Geography - (Maths - grid references, coordinates, estimating, measure - G,P+D27, M19) Art - (Maths - ratio - N,R13) French - (Maths - grid references, coordinates - G, P+D27)</p>
Computing Links	<p>Now press play Geography - The Water Cycle</p>
Outdoor learning	<p>Orienteering</p>
Home learning	<p>Brainbuilder homework on rivers.</p>