



**Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map Term 5 2025 - 2026**

**Geography Led Topic: Our World Map Focus / South America Lead Text: Kensuke's Kingdom / School Production**

|  | WEEK 1<br>20.4.26   | WEEK 2<br>27.4.26  | WEEK 3<br>4.5.26  | WEEK 4<br>11.5.26   | WEEK 5<br>18.5.26  |
|--|---|--|---|---|--|
| <b>LEAD TEXT/TOPIC</b>   | <u><b>Our World Maps</b></u><br>Kensuke's Kingdom – Michael Morpurgo  | <u><b>Our World Maps</b></u><br>Kensuke's Kingdom – Michael Morpurgo         | <u><b>Our World Maps</b></u><br>Kensuke's Kingdom – Michael Morpurgo  | KS2 SATs WEEK 2026  | <u><b>South America</b></u><br>Production:<br>Gross Busters  |
| <b>ENGLISH Genres</b>  | <u><b>Narrative</b></u><br>Fiction – character description of Kensuke.  | <u><b>Narrative</b></u><br>Fiction writing 'Dameda!'<br>Writing own chapter. | <u><b>Assessed writing - Diary entry.</b></u><br>To write a diary entry from Michael's perspective, Chapter 9 | KS2 SATs WEEK 2026<br><u><b>SATs revision –</b></u><br>Spelling, punctuation and grammar and Reading. | <u><b>Complete Assessed writing - Diary entry.</b></u><br>To write a diary entry from Michael's perspective. Chapter 9<br><br><u><b>Sports / Arts Week</b></u><br>TELT Poetry competition  |
| <b>MATHS</b><br>Refer to Maths Hub Planning  | Geometry shape<br>Additional revision   | Geometry Shape<br>Additional revision  | Geometry position and direction<br>Additional revision  | KS2 SATs WEEK 2026  | Themed WRM project   |
| <b>SCIENCE</b><br>Refer to the Education People and Kent Scheme of Work unit plans | <u><b>Animals: focus on humans</b></u><br>Introduce, KWL, targets and key vocabulary.<br><u><b>LI: To understand what the purpose of the Circulatory System is.</b></u> | <u><b>LI: To be able to understand why blood So Important?</b></u>           | <u><b>LI: To understand how exercise affects the Circulatory System?</b></u>                                  | KS2 SATs WEEK 2026  | <u><b>LI: To know how nutrients and water are transported within animals, including humans?</b></u>  |
| <b>HISTORY</b>   |   |  |   |   | <u><b>South America</b></u><br><u><b>LI: To identify and compare changes within and across different periods.</b></u> Linked to the Geography – How has the physical and political geography of South America changed through the years. |

## GEOGRAPHY

**Our World**  
**LI:** To describe and understand key aspects of physical geography, including biomes.



### Biomes

Discuss what a biome is and the main types found on Earth.

There are five main types of biomes that can be found on Earth, although these biomes can also be split into more categories: boreal/taiga forest, temperate/deciduous forest, rainforest, grassland and desert. [Biomes of the World for Children: Oceans, Mountains, Grassland, Rainforest, Desert - FreeSchool \(youtube.com\)](#)

[What Are Biomes? | Biome Facts for Kids | Aquatic, Desert, Rainforest, Tundra, Grassland \(youtube.com\)](#)

[Biomes - Humanities Geography - BBC Bitesize](#)

<https://www.youtube.com/watch?v=0fb8143ndo8>

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

**Activity: Children locate on a map the different biomes in the world and the features of each biome.**

**Our World – linked to the science topic – Living Things and their habitats**  
**LI:** To understand how animals have adapted to their environment.



### Biomes

What lives in each biome depends on how warm or cold it is how dry or wet it is how fertile the soil is. The animals in a biome depend upon plants for food.

[Terrific Scientific: How animals adapt to their environment | BBC Teach Live Lesson \(youtube.com\)](#)

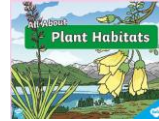
[Primary Science Lesson Idea: Adaptation | Tigtag \(youtube.com\)](#)

[Animal Adaptations for Kids, Learn about physical, life cycle, and behavioural adaptations of animals \(youtube.com\)](#)

**Activity: Identify which animals live in a particular biome and why.**

Eco – What impact are humans having on different animal and plant habitats.

**Our World – linked to the science topic – Living Things and their habitats**  
**LI:** To understand how plants have adapted to their environment.



The plants in a biome often also depend upon the animals for spreading pollen and seeds so that new plants can grow. Both plants and animals rely on each other to stay alive.

### Vegetation Belt:

A *vegetation belt* is an area with distinct plant types, *determined by climate*, soil, drainage and elevation.

[how plants adapt to their environment ks2 video - Google Search](#)

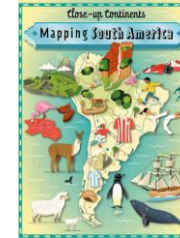
[Teaching resource: Plant Adaptations \(youtube.com\)](#)

[Adaptations In Plants | What Is ADAPTATION? | The Dr Binocs Show | Peekaboo Kidz - YouTube](#)

**Activity: Identify which animals live in a particular biome. Children draw a picture of a plant that lives in extreme conditions (a cactus in the desert for example) and label how it has adapted to survive living in that biome.**

Eco – What impact are humans having on different animal and plant habitats.

**Weeks 4 and 5**  
**New Topic: South America**



**LI – To confidently use maps, globes and Google Earth.**

### Activity 1:

**Front covers and Grid -What do they already know? What do they want to find out?**

**Discuss the knowledge organisers/quiz**

**Activity 2: Map skills – locating where South America is on a world map. What is the climate like?**

**What type of Biome is South America?**

**Locating the countries (and flags) and capital cities on a map. Discuss the economic regions and physical and human characteristics.**

### English and ICT lesson:

**Comprehension (facts about S. America).**

**Children create a fact-file about S America.**






[South America Geography/South American Countries \(youtube.com\)](#)

[Map of South America - Countries, Capitals, National Flags & Photos. Learn Geography #05 \(youtube.com\)](#)

[COUNTRIES OF AMERICA CONTINENT - Learn Map of North, South and Central American Countries \(youtube.com\)](#)

[All about South America for Kids | Learn cool facts about this amazing continent \(youtube.com\)](#)



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| <p><b>ART &amp; DESIGN</b></p> | <p><b><u>Week1 – links to Kensuke’s Kingdom</u></b></p> <p><b><u>LI – To develop your own style of painting through the development of colour, tone and shade.</u></b><br/>         Watercolour paintings of Stella Artois and sea creatures that Michael and his family may have seen on their journey.<br/>         (Orangutans were covered last term)</p> <p><b>Eco – Animals and their habitats. Are any of the animals that we have painted endangered?</b></p>  | <p><b><u>Weeks 2 and 3 – Kensuke’s’ Kingdom Art Links</u></b></p> <p><b><u>LI -To select and match materials appropriate to their intentions.</u></b></p> <p><b>Printing, painting, Collage and pattern making (felts or paint.)</b></p>  <p>OR</p>   <p><a href="https://www.youtube.com/watch?v=9ACv77mADX8">https://www.youtube.com/watch?v=9ACv77mADX8</a></p> | <p><b><u>WEEKS 4,5 and 6 – Artwork linked to Arts week and the displays.</u></b></p> <p><b><u>LI -To explore and be influenced by the work of the Pop Art movement.</u></b></p> <p><b>Gallery – Pop Art linked to Superheroes</b><br/> <b>Corridor – Onomatopoeia Words-Pop Art linked to Superheroes</b><br/> <b>Hall- Pop Art Superhero artwork</b></p>   <p><a href="#">How to create a POP ART onomatopoeia! » Make a Mark Studios</a><br/> <a href="#">ARTimus Prime: 5th- BAM! Onomatopoeia and Roy Lichtenstein</a></p> |
|                                | <p><b>DESIGN TECHNOLOGY</b></p>   |  | <p><b><u>WEEKS 3,4 AND 5 – DT linked to Arts week and the parade.</u></b></p> <p><b><u>LI -To select and match materials appropriate to their intentions.</u></b></p> <p><b>Hats, Masks and crafts for the parade.</b></p>   |
| <p><b>MUSIC</b></p>            | <p>Performance and singing skills linked to end of year production Gross Busters</p>  |  |  |



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| <p><b>PE</b><br/>Debs to sort</p> | <p><u>Sports Day Practice</u><br/><b>LI-</b> To work as a team and persevere in all activities.</p> <p><u>Sports Leadership</u><br/><b>LI:</b> To work as a team to create a game for KS1.</p>  | <p><u>Sports Day Practice</u><br/><b>LI:</b> To work as a team and persevere in all activities.</p> <p><u>Sports Leadership</u><br/><b>LI:</b> To work as a team to create a game for KS1.</p>   | <p><u>Sports Day Practice</u><br/><b>LI:</b> To work as a team and persevere in all activities.</p> <p><u>Sports Leadership</u><br/><b>LI:</b> To lead KS1 in your created team game.</p>  | <p><u>Sports Day Practice</u><br/><b>LI:</b> To work as a team and persevere in all activities</p> <p><u>Dance</u><br/><b>LI:</b> To use Perseverance when learning basic movement to music.</p> | <p><u>Sports Week</u><br/><b>LI:</b> To use Aspiration in sports week.</p>   |
| <p><b>RE</b></p>                  | <p>U2.7 What matters most to Christians and to Humanists?<br/><u>Lesson 1 &amp; 2 combined</u><br/><b>LI:</b> To consider a code for living for both religious and non-religious people.</p>  | <p><u>Lesson 3</u><br/><b>LI:</b> To gain an understanding of fairness, justice, forgiveness and free choice.</p>  | <p><u>Lesson 4</u><br/><b>LI:</b> To consider the values of Christians and their impact.</p>   | <p>KS2 SATs WEEK 2026</p>  | <p><u>Lesson 5</u><br/><b>LI:</b> To discuss and understand that different people have different values.</p>   |
| <p><b>PSHE</b></p>                | <p><b><u>SAFETY AND THE CHANGING BODY</u></b></p> <p><b><u>ALCOHOL</u></b><br/><b>LI:</b> learning about drinking responsibly and the risks associated with the overconsumption of alcohol</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-1-alcohol/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-1-alcohol/</a></p> | <p><b><u>SAFETY AND THE CHANGING BODY</u></b></p> <p><b><u>CRITICAL DIGITAL CONSUMERS</u></b></p> <p><b>LI:</b> Learning to become a discerning consumer of information online and finding out about the dangers of fake emails, phishing and scams; with links to the Education for a Connected World framework.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/critical-digital-consumers-lesson/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/critical-digital-consumers-lesson/</a></p> | <p><b><u>SAFETY AND THE CHANGING BODY</u></b></p> <p><b><u>SOCIAL MEDIA</u></b></p> <p><b>LI:</b> Children learn that online relationships should be treated in the same way as face to face relationships.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-3-social-media-2/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-3-social-media-2/</a></p> | <p>KS2 SATs WEEK 2026</p>  | <p><b><u>SAFETY AND THE CHANGING BODY</u></b></p> <p>Use this lesson to fill any gaps or extend learning that individual classes require-at teacher discretion- for example: Teamwork, racism issues, bullying, online issues.</p> |
| <p><b>COMPUTING</b></p>           | <p>Purple Mash Spreadsheets <u>Lesson 1</u><br/><b>LI-</b> To understand what an algorithm is.</p>  | <p>Purple Mash Spreadsheets <u>Lesson 2</u><br/><b>LI-</b> To create a program using a given design</p>  | <p>Purple Mash Spreadsheets <u>Lesson 3</u><br/><b>LI-</b> To understand that algorithms follow a sequence.</p>  | <p>KS2 SATs WEEK 2026</p>  | <p>Purple Mash Spreadsheets <u>Lesson 4</u><br/><b>LI-</b> To understand what different events do in code.</p>   |
| <p><b>PMFL</b></p>                | <p>No French<br/>(Additional hourage term 6)</p>  | <p>No French<br/>(Additional hourage term 6)</p>   | <p>No French<br/>(Additional hourage term 6)</p>   | <p>KS2 SATS week 2026</p>  | <p>No French<br/>(Additional hourage term 6)</p>   |