



Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map Term 5 2023/24

Geography Led Topic: Our World Map Focus / South America

Lead Text: Kensuke's Kingdom / School Production

	WEEK 1 15.4.24	WEEK 2 22.4.24	WEEK 3 29.4.24	WEEK 4 6.5.24	WEEK 5 13.5.24 SATs week	WEEK 6 20.5.24
LEAD TEXT/TOPIC	Our World Maps Kensuke's Kingdom – Michael Morpurgo	Our World Maps Kensuke's Kingdom – Michael Morpurgo	Our World Maps Kensuke's Kingdom – Michael Morpurgo	Begin South America Kensuke's Kingdom – Michael Morpurgo	KS2 SATs WEEK 2024	South America Production: Madagascar
ENGLISH Genres	Narrative Fiction writing 'Dameda!' Chapter one. Writing own chapter.	Assessed writing - Diary entry. To write a diary entry about how Michael's experience and relationship with Kensuke has changed over time. Chapter 9	Assessed writing - Diary entry. To write a diary entry about how Michael's experience and relationship with Kensuke has changed over time. Chapter 9	SATs revision – Spelling, punctuation and grammar and Reading.	KS2 SATs WEEK 2024	Letter writing To write a letter to Michiya – Kensuke's son. Children to write a short letter to Michiya about Michael's time on the island with his father. End of chapter 9
MATHS Refer to Maths Hub Planning	Geometry shape Additional revision	Geometry Shape Additional revision	Geometry position and direction Additional revision	Revision Week Gap analysis	KS2 SATs WEEK 2024	Themed WRM project
SCIENCE LOTC – skeletons Refer to the Kent Scheme of Work unit plans	Animals: focus on humans Introduce, KWL, targets and key vocabulary.	L1: To identify, name and explain the function of the main parts of the human circulatory system.	L1: To identify and name key bones and organs in the human body LOTC drawing outside around using chalk.	L1: To describe the ways in which nutrients are transported within animals, including humans.	L1: To recognise the impact of diet, exercise, drugs and lifestyle on how a body functions. LOTC exercise experiment outside	L1: To review my learning about the human body.
HISTORY				South America L1: To identify and compare changes within and across different periods. Linked to the Geography – How has the physical and political geography of South America changed through the years.		



GEOGRAPHY

Our World

L1: 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 last term’s science topic – Living Things and their habitats

L1: 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 | Tigttag \(youtube.com\)](#)

[Animal Adaptations for Kids, Learn about physical, life cycle, and behavioral 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 last term’s science topic – Living Things and their habitats

L1: 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](#)

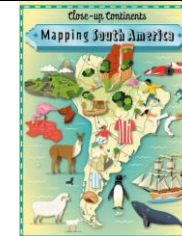
[Teaching resource: Plant Adaptations \(youtube.com\)](#)

[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



L1 – To confidently use maps, globes and Google Earth.

L1 – To locate where South America is and identify its countries and major cities.

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 \(youtube.com\)](#)

South America

L1 - To discuss the physical and human characteristics of the Amazon Rainforest. The Amazon Rain Forest



Activity: To identify where the Amazon rainforest is and what plants, animals and tribes live there.

[Facts about the Amazon Rainforest For kids \(youtube.com\)](#)

[Virtual Field Trip - Amazon Rainforest \(youtube.com\)](#)

[Earth Science | Facts About the Amazon Rainforests | Science Videos for Kids - YouTube](#)

English and ICT lesson: Comprehension (facts about tribes). Children create a fact-files about the Amazon Rainsorest.



DT Led Term - Celebrating culture and seasonality
WEEKS 1,2 and 3 - Extra art lesson if needed
Kensuke's Kingdom

Kensuke's Kingdom Art Links

L1 - To develop close observation skills (Year 5).

L1 - To develop your own style of painting through the development of: colour, tone and shade.

Watercolour paintings of an orang-utan, Stella Artois or sea creatures that Michael and his family may have seen on their journey

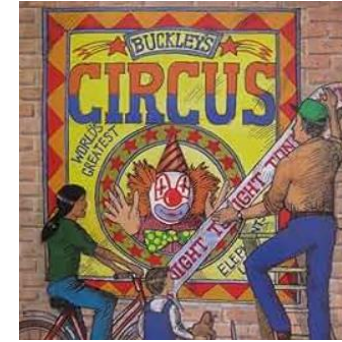
ART & DESIGN



Eco – Animals and their habitats. Are any of the animals that we have painted endangered?


WEEKS 4,5 AND 6 WORK FOR THE ARTS WEEK PARADE

THE CIRCUS COMES TO GARLINGE



WORK FOR THE PARADE, HALL DISPLAY AND CORRIDOR TO GO UP THE FIRST WEEK OF TERM 6 (Friday June 17th)



<p style="text-align: center;">DESIGN TECHNOLOGY</p>	<p>Linked to the topic 'Our World' Linked to the topic 'Our World'</p> <p><u>LI - To celebrate foods from around the world.</u></p> <p>Discussion on world famous dishes and the history behind local cuisine.</p> <p><u>Linked to ICT:</u></p> <p><u>LI: To research famous chefs and their work.</u></p> <p>Research on famous chefs from different parts of the world. Do they focus on a healthy diet?</p>	<p><u>Celebrating culture and seasonality</u></p> <p>Linked to the topic 'Our World' Linked to the topic 'Our World'</p> <p><u>LI: To understand the history behind the pizza.</u></p> <p>Tell the children that this term they will be making their own pizza. Today, we will be studying the history behind the pizza. Where does this dish originate from? Has the recipe changed over the years?</p>	<p><u>Celebrating culture and seasonality</u></p> <p>Linked to the topic 'Our World'</p> <p><u>LI: To know how our food is made.</u></p> <p><u>LI: To taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</u></p> <p>What are the main ingredients on a pizza? Discuss where in the world some of these ingredients might come from. Revisit food miles. Look at the process behind cheese being made.</p> <p>Children taste different ingredients and evaluate what they like and dislike and how it will change the taste of a pizza before deciding what ingredients they wish to use to make their own. Children could try a selection of different flavour pizzas also.</p> <p><u>Eco – The packaging that pizza come in. How does this effect the environment? Discuss the ingredients used and food miles.</u></p>	<p><u>Celebrating culture and seasonality</u></p> <p>Linked to the topic 'Our World'</p> <p>Planning to make a pizza</p> <p><u>LI: To select foods for a particular purpose.</u></p> <p><u>LI: To use the appropriate weights and measures.</u></p> <p><u>LI: To join and combine food ingredients appropriately.</u></p> <p>Explain to the children that they will be designing and creating their own pizza. If they chose, they can then make this pizza at home and share their photographs of their masterpieces with the class. When planning, they will need to consider the equipment and ingredients that they will use when creating and designing their own pizza. Could they pick healthier alternatives? What would make the pizza more flavoursome? What could make it spicier? Could you make the base crispier? Where are the ingredients from? Are they locally sourced? Discuss food miles.</p>  <p><u>Eco - Discuss the ingredients used and food miles. What impact does this have on the environment?</u></p>	<p><u>Celebrating culture and seasonality</u></p> <p><u>LI: To make suggestions as how their design could be improved.</u></p> <p>Children evaluate their designs- what they would keep the same and change next time?</p>
<p style="text-align: center;">MUSIC</p>	<p style="text-align: center;">Performance and singing skills linked to end of year production.</p>				



PE	Intra sport Sports Day practice Sports Leadership	Intra sport Sports Day practice Sports Leadership	Intra sport Sports Day practice Sports Leadership	Intra sport Sports Day practice Sports Leadership	Intra sport Sports Day practice Sports Leadership.	Intra sport Sports Day practice Sports Leadership
RE	U2.7 What matters most to Christians and to Humanists? Lesson 1 & 2 combined LI: To consider a code for living for both religious and non-religious people	Lesson 3 LI: To gain an understanding of fairness, justice, forgiveness and free choice.	Lesson 4 LI: To consider the values of Christians and their impact.	Lesson 5 LI: To discuss and understand that different people have different values.	KS2 SATs WEEK 2024	Lesson 6 LI: To explain my understanding about values and how they can make a community happier
PSHE	<u>SAFETY AND THE CHANGING BODY</u> <u>ALCOHOL</u> LI: learning about drinking responsibly and the risks associated with the overconsumption of alcohol https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-1-alcohol/	<u>SAFETY AND THE CHANGING BODY</u> <u>CRITICAL DIGITAL CONSUMERS</u> LI: 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. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/critical-digital-consumers-lesson/	<u>SAFETY AND THE CHANGING BODY</u> <u>SOCIAL MEDIA</u> LI: Children learn that online relationships should be treated in the same way as face to face relationships. 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/	<u>SAFETY AND THE CHANGING BODY</u> 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.	KS2 SATs WEEK 2024	<u>Metacognition lesson 5:</u> Spelling- Can you help me learn? How can the learning powers help improve my spelling?
COMPUTING	LI – To use research and revision skills. SATS revision sites BBC Revise wise SPAG.com Maths sites	LI – To use research and revision skills. SATS revision sites BBC Revise wise SPAG.com Maths sites	LI – use research and revision skills. SATS revision sites BBC Revise wise SPAG.com Maths sites	Internet Safety/media focus	KS2 SATs WEEK 2024	Internet safety/media focus
PMFL	No French (Additional hourage term 6)	No French (Additional hourage term 6)	No French (Additional hourage term 6)	No French (Additional hourage term 6)	SATS week	Pâques LI – To understand French Easter traditions.

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