



Barrow Hedges Medium Term Topic Planner (Overview)

Year 6 Autumn 2

Frozen Kingdom

Art & Design: *Arctic inspired art*

- To use a range of colourwash and paint resist techniques when applying watercolour.
- To make thoughtful observations about starting points and select ideas to use in my work.
- To draw and paint a detailed image of a sea animal.
- To create a piece of artwork inspired by artists and crafts people.
- To combine and organise elements of pattern, line and geometric shapes for different purposes.
- To understand the meaning of monochromatic and analogous colours.
- To improve the technique of watercolour painting.
- To use my sketchbook for notes and annotations to my work.

Music: *Recorder Stage 2 and Christmas*

- To be able to recognise styles, find the pulse and recognise instruments.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To discuss all dimensions of music.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- Continue to learn about working in a group/band/ensemble.
- To create my own responses, melodies and rhythms.
- To improvise and compose my own music.
- To perform to each other.
- To discuss/respect and improve our work together.
- To record my compositions including using digital software.
- To play using the correct positions and fingerings.

In Autumn 2, all children are taught to sing Christmas songs from aural memory and to use their voices expressively with confidence and control,

Computing: *We are Publishers*

- To design and plan content for a magazine.
- To source digital media while demonstrating safe, respectful and responsible use.
- To add digital files to a word document.
- To organise and compile content for a magazine.
- To write and review content
- To review, edit and publish a print-document.

PHSE and Relationships Education: *Getting on and Falling out*

- To know that differences can be due to a variety of factors but that assumptions must not be made.
- To recognise others' points of views and respond responsibly to these.
- To recognise that we might feel conflicting emotions.
- To recognise and manage dares and peer pressure and when/when not to stay friends.

Anti-bullying:

- To realise consequences of anti-social, aggressive and harmful behaviour.
- To recognise and to challenge stereotypes.

RE: *Christianity/Christmas*

- To identify the circumstances that change things in people's lives.
- To know why special moments in some people's lives are marked by religious ceremonies.
- To research the ceremonies that mark the birth of a new baby.
- To know how the change from childhood to adulthood is marked by many people and why this is important to them.
- To reflect on what 'Christmas spirit' means to me.



PE:

Indoors: *Gymnastics (counter balance and counter tension)*

- To be able to identify the difference between and counter balance and counter tension.
- To explore and understand different levels, speed and direction.
- To be able to transfer skills onto apparatus.
- With a partner create counter balances/tensions, changing shape, level and body parts used.
- To be able to combine my own work with that of others to construct, practise and perform a sequence.
- To evaluate my own and others' performance.
- To be able to transfer skills to apparatus
- To be able to use apparatus safely.

Outdoors: *Rugby and Sports' Leadership*

- To be able to make a team and communicate plans.
- To apply and develop skills in a game situation.
- To use the whole space and change direction, stop and turn with confidence.
- To throw and catch a rugby ball with confidence while under pressure.
- To consider how to deliver a skill to a younger age group.
- To use technology to record, review and deliver a drill session.

History:

No focus this half term.

D&T:

No focus this half term.

Geography: *Water World*

- To recap climate zones, longitude and latitude.
- To recap the tropics of Cancer and Capricorn and the Arctic and Antarctic circles and locate the Polar regions in relation to these.
- To identify and find different water bodies across the world.
- To recap the water cycle and explain its importance to our planet.
- To explore the use of water and how and why it should be conserved.
- To compare the difference in water availability and usage around the world and the Polar regions.
- To explore how water can be used for power to contribute to a sustainable future.
- To identify human and physical features of the Polar regions
- To investigate and explore the importance of frozen water in the Polar regions to sustaining life.
- To understand how seasonal changes and light levels differ between the Poles and the UK.

MFL: *Daily activities/Christmas*

- To talk about daily activities using knowledge about the time.
- To describe my house using adjectives.
- To listen to a short story and translate back into English.
- To write a paragraph independently on a range of topics.

Science: *Living Things and Their Habitats*

- To describe and give reasons for grouping and classifying animals.
- To group different plant groups according to different features.
- To be able to make an identification key to classify trees.
- To produce an identification key to classify flowering plants.
- To identify and use scientific evidence that has been used to support or refute ideas or arguments about which flowers will increase the bee and butterfly population.
- To 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.
- To give reasons for classifying plants and animals based on specific characteristics.