

Creative Curriculum Unit of Work

Year: 6		Topic: Planet Earth	
English		History/Geography	
<ul style="list-style-type: none"> Text: No one is too small to make a difference – Greta Thunberg <p>Writing:</p> <ul style="list-style-type: none"> Non-chronological reports, balanced argument, persuasive letters Write effectively for an audience Plan writing Draft and write by selecting appropriate grammar and vocabulary Evaluate and edit <p>Reading:</p> <ul style="list-style-type: none"> Explain implied meanings Identify different layers of meaning in a text Evaluate the presentation of texts Retrieval skills to elicit information from a text Express preferences for a text Distinguish between statements of fact or opinion Summarise main ideas drawn from more than one paragraph of text Identify how language, structure and presentation contribute to meaning <p>Grammar:</p> <ul style="list-style-type: none"> Layout structures Colons to introduce a list Bullet points Colons, semi colons, parenthesis Adverbials of cohesion Active and passive voice 		<ul style="list-style-type: none"> Locate the world's countries concentrating on their environmental regions and key physical and human characteristics Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Describe and understand key aspects of physical geography including: climate zones, biomes, volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Develop an understanding of the human impact on climate change Develop an understanding of how to protect the environment 	
Science	Art and Design/Design Technology	Personal, Social, Health & Economic Education	Computing
<p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common characteristics Give reasons for classifying plants and animals based on specific characteristics <p>Animals including humans</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that have changed over time Recognise that living things produce offspring of the same kind Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Study of artist Dale Chihuly</p> <ul style="list-style-type: none"> Produce work using sketch books to explore ideas, record observations, review and revisit Improve mastery and technique of: drawing, painting and sculpture 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> Explain ways in which difference can be a source of conflict or a cause for celebration and show empathy with people in either situation 	<p>Scratch:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Religious Education	French	Music	Educational visits
<ul style="list-style-type: none"> What do the Gospels say about the birth of Jesus? Buddhism – What is the 'Buddhist way of life?' Adam, Eve, Christmas, Easter: what are the connections? 		<ul style="list-style-type: none"> Elements of music – timbre, tone Pitch and rhythm 	<ul style="list-style-type: none"> None during this unit of work
Wow factor!		Supporting your child's home learning	
<ul style="list-style-type: none"> 16.12.20 – Christmas Jumper Day and Christmas Lunch served 05.01.21 – Back to school 15.02.21 – Half Term week 		<ul style="list-style-type: none"> PE on Tuesday and Friday – PE kit to be in school every day Water bottle, pencil case and planner to be brought into school daily Reading: 5 x per week (15 mins) – please encourage children to summarise what they have read to you Times tables: 5 x per week (15 mins) – please encourage children to make use of TT Rockstars 	