ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 6

Curriculum

2017 - 18

Key Stage 2 – Long Term Plan 2017-18 Year 6 Daniel Price

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	**Local Studies / Earth's Secrets**		**Earth's Secrets / Revision**		**Journeys**	
English **(Cambridge Curriculum)**	**Unit 1A: Stories with familiar settings** Reading and analysing classic extracts from children's fiction then planning and writing in the same style. **Unit 1B: Instructions** Reading and analysing biography, autobiography and journalistic writing, then imitating the same style. **Unit 1C: Poems in familiar settings** Reading and discussing classic poetry.		**Unit 2A: Traditional tales and stories from other cultures** Reading and analysing longer established stories. **Unit 2B: Explanations and dictionaries entries** Reading and analysing discursive, formal writing.		**Unit 3A: Stories by significant children´s authors** Reading and analysing stories in which time plays a significant part. **Unit 3B: Non-chronological reports** Reading and analysing reports and explanations in formal and informal writing. **Unit 2C: Poems by significant poets** Reading and discussing a range of poetic forms. Reading and discussing a range of poetic forms and themes.	
Maths (Cambridge Curriculum)	**Unit 1A: Number and Problem Solving** Place Value Decimals Multiples and Factors Using and Applying		**Unit 2A: Number and Problem Solving** Decimals Fractions Negative numbers Mental Strategies **Unit 2B: Measure and Problem Solving**		**Unit 3A: Number and Problem Solving** Improper Fractions Percentages Ratio Using and Applying	

	Unit 1B: Measure and Problem Solving Measurements Time Area and Perimeter **Unit 1C: Geometry and Problem Solving** Quadrilaterals 2D Shapes Reflection	Mass Capacity Area and Perimeter **Unit 2C: Handling data and Problem Solving** Graphs and Tables Range Probability	**Unit 3B: Measure and Problem Solving** Time Calendars Area and Perimeter **Unit 3C: Geometry and Problem Solving** Prisms Transformation Using and Applying
Science (Cambridge Curriculum)	**1A Unit 6.1 Human Organs and Systems** • Use scientific names for some major organs of body systems. • Identify the position of major organs in the body. • Describe the main functions of the major organs of the body. • Explain how the functions of the major organs are essential. **1B Unit 6.2 Reversible and Irreversible Changes** • Distinguish between reversible and irreversible changes. • Explore how solids can be mixed and how it is often possible to separate them again. • Observe, describe, record and begin to explain changes that occur when some solids are added to water. • Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving. • Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.	**2A Unit 6.3 Food Chains** • Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams. • Know that food chains begin with a plant (the producer), which uses energy from the sun. • Understand the terms producer, consumer, predator and prey. • Explore and construct food chains in a particular habitat. **3B Unit 6.6 Mass and Weight** •Distinguish between mass measured in kilograms (kg) and weight measured in Newtons, noting that kilograms are used in everyday life. • Recognise and use units of force, mass and weight and identify the direction in which forces act. • Understand the notion of energy in movement. • Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving. **All Units Science Revision**	**3A Unit 6.5 Caring for the Environment** • Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats. • Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment. **2B Unit 6.4 Conductors and Insulators** •Investigate how some materials are better conductors of electricity than others. • Investigate how some metals are good conductors of electricity while most other materials are not. • Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches. • Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components. • Represent series circuits with drawings and conventional symbols.

History **National Curriculum(NC)**	**Local History Study** A look at how Almunecar has changed over the years. How has Almunecar changed? How has it affected the area? What did it used to look like? How has the infrastructure changed? Has the terrain changed? What could happen in the future? To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To learn how to create a timeline over 50 years.		**Maya Civilisation** **Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives.** To discover facts about the Maya Civilisation**.** **Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To consider similarities and differences between ancient religions and different religions today.** To look at the characteristics of Maya gods and design your own. **Note connections, contrasts and trends over time.** To look at the Maya number system. **Note connections, contrasts and trends over time and develop the appropriate use of historical terms.** To find out what Maya people grew and ate. **Construct informed responses that involve thoughtful selection and organisation of relevant historical information.** Consider what we know about Chichen Itza and use the information to create a leaflet for tourists.
Geography (NC)	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains based on local Spain.	**Extreme Conditions** Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. The study of Volcanoes, Earthquakes and Tsunamis in detail.	**Coastlines** Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

			Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Physical features on a coastline.
D&T (NC)		**Building Bridges** Use research and develop design criteria. Select from and use a wider range of tools and equipment to perform practical task. Evaluate their idea and products against their own design criteria.	**Year 6 Project** Children will work in groups to plan and design their own project. The children will be given control of their own display area. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
Art (NC)	**Sketching and Painting** To create sketch books to record their observations and use them to review and revisit ideas. To focus on line, shading and the understanding of soft and hard leads. To recognise great artists in history and their work.		**Mayan Art techniques** To find out what we know about the Maya from the drawings of Frederick Catherwood.
Music (NC)	**Spanish Influences** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	**Singing** Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Instrumental** Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.

Computing (NC)	**We Are Adventure Gamers** **Expectations :** Learn some of the syntax of a text-based programming language. Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list Plan a text-based adventure with multiple 'rooms' and user interaction Thoroughly debug the program. **Curriculum References:** 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.	**We Are Computational Thinkers** **Expectations :** Develop the ability to reason logically about algorithms Understand how some key algorithms can be expressed as programs Understand that some algorithms are more efficient than others for the same problem Understand common algorithms for searching and sorting a list Appreciate algorithmic approaches to problems in mathematics. **Curriculum References:** Design, write and debug programs that	**We Are Advertisers** **Expectations :** Think critically about how video is used to promote a cause. Storyboard an effective advert for a cause. Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights. Work collaboratively to edit the assembled content to make an effective advert. **Curriculum References:** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	**We Are Network Technicians** **Expectations :** Appreciate that computer networks transmit and receive information digitally. Understand the basic hardware needed for computer networks to work. Understand key features of internet communication protocols. Develop a basic understanding of how domain names are converted to numerical IP addresses. **Curriculum References:** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for	**We Are Travel Writers** **Expectations :** Research a location online using a range of resources appropriately. Understand the safe use of mobile technology, including GPS. Capture images, audio and video while on location. Showcase shared media content through a mapping layer. **Curriculum References:** Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies	**We Are Publishers** **Expectations :** Manage or contribute to large collaborative projects, facilitated using online tools. Write and review content. Source digital media while demonstrating safe, respectful and responsible use. Design and produce a high-quality print document. **Curriculum References:** Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are

	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **Resources:** Scratch and introduction to Python or other text programming.	accomplish specific goals. 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. **Resources:** Scratch	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Resources:** Video software, digital cameras, Tablets	communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Resources:** The Command Prompt	effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Resources:** Google Earth, Video software, Digital cameras, Google Sites, Audacity	selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Resources:** Google Docs, Google Sites, Google Drive, Digital Cameras

PE (NC)	**Basketball** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Football / Fitness** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Hockey** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Dance / Gym** Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.	**Tennis** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	**Rounders / Athletics** Develop flexibility, strength, technique, control and balance.
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Spanish Culltura	1) La Tierra y el universo. 2) La representación de la Tierra. 3) La atmósfera y el clima. 4) Los paisajes de España y de Andalucía.	CONCEPTOS: El universo. El sistema solar. Los movimientos de la Tierra y la Luna. La Tierra, un planeta en capas. La representación de la Tierra. La localización del terreno. El planisferio físico.	5) Las instituciones de España y de la Unión Europea. 6) La población de España y de Europa. 7) España en la Edad Media.	CONCEPTOS: El territorio de España. La Constitución y las instituciones de la Comunidad. La Unión Europea: historia y países miembros. Las instituciones de la UE y la eurozona. La población de España.	8) España a comienzos de la Edad Moderna. 9) España en los siglos XVII y XVIII.	CONCEPTOS: La Edad Moderna: una nueva era. El descubrimiento de América. El reinado de los Reyes Católicos. El imperio español en el siglo XVI. La conquista y la colonización de América.

		El planisferio político. La atmósfera, el tiempo y el clima. Los factores que influyen en los climas. El clima mediterráneo. Los climas subtropical y oceánico. El clima de montaña. Los climas y la vegetación de Andalucía. El relieve de España. Las aguas de España. El relieve y los ríos de Andalucía. Los paisajes transformados de España. Los paisajes agrarios e industriales de España. Los paisajes urbanos y turísticos de España.		Las migraciones en España. La distribución de la población en España. La población de Europa. La Prehistoria y la Edad Antigua. El reino visigodo y la conquista musulmana. La vida y la cultura en al-Ándalus. Los reinos cristianos. La vida en las ciudades cristianas. El arte en los reinos cristianos.		El siglo XVII en España: la crisis del Imperio. El Barroco y el Siglo de Oro. El siglo XVIII: los Borbones.

Spanish Lengua	1) La convivencia. 2) La agricultura. 3) Los animales. 4) El trabajo. 5) Fiestas y tradiciones. 6) El universo.	COMPETENCIA LECTORA: El decreto. El maravilloso mundo del té. Dailan Kifki. ¡Qué trabajos tan divertidos! El paso de Nian. El eclipse. VOCABULARIO: Palabras sinónimas y antónimas. Palabras monosémicas y polisémicas. Palabras homónimas. Palabras parónimas. Campo semántico. Campo léxico. GRAMÁTICA: La comunicación. El lenguaje y las lenguas. El sustantivo. Los determinantes. El artículo. Demostrativos y posesivos. Numerales e indefinidos. ORTOGRAFÍA: Las mayúsculas. Los sonidos K, Z Y G suave. Los sonidos J y R fuerte.	7) Medios de comunicación. 8) Los sentimientos. 9) La solidaridad. 10) La sociedad. 11) Derechos y deberes	COMPETENCIA LECTORA: Tres noticias. El guerrero enamorado. Carteles publicitarios. Gustos son gustos. Enamorada de África. VOCABULARIO: Palabras compuestas y simples. Palabras derivadas y primitivas. Familia de palabras. Los prefijos. Los sufijos. GRAMÁTICA: El adjetivo. El grupo nominal. El pronombre personal. El verbo. Raíz y desinencia. El verbo. Número, persona, tiempo y modo. ORTOGRAFÍA: Palabras terminadas en y. Palabras con b o g ante consonante. Palabras con cc. Partición de palabras: el guión. Palabras con z o d final. EXPRESIÓN ESCRITA: Describir a un familiar.	12) Los viajes. 13) La historia. 14) Los héroes. 15) La música.	COMPETENCIA LECTORA: El Transiberiano. Teseo y el Minotauro. Se necesita héroe. Los caballos danzantes. VOCABULARIO: Aumentativos y diminutivos. Los gentilicios. Las frases hechas. Los refranes. GRAMÁTICA: Los tiempos verbales. El adverbio. Otras clases de palabras. La oración. El texto. ORTOGRAFÍA: Palabras con h intercalada. Signos que cierran enunciados. La coma y el punto y coma. Otros signos de puntuación. EXPRESIÓN ESCRITA: Elaborar un folleto turístico. Escribir un cuento. Preparar un cómic sobre un héroe.

		Reglas generales de acentuación. Acentuación de diptongos y triptongos. Acentuación de hiatos. EXPRESIÓN ESCRITA: Escribir normas de convivencia. Confeccionar un fichero de plantas. Preparar un mural sobre animales. LITERATURA: La literatura. La prosa y el verso. Los géneros literarios. La lírica. Poema, verso y estrofa. La rima. La fábula. Grandes fabulistas.		Elaborar un cartel solidario. LITERATURA: La narrativa. El cuento. La novela. La leyenda. Los temas de las leyendas. Las leyendas populares y las leyendas de autor.		Escribir la biografía de un cantante. LITERATURA: El teatro. El texto teatral. La estructura de la obra. Los recursos literarios. La personificación. La comparación. La metáfora.
Opportunities for Possible Visits	Residential			Skiiing Trip		