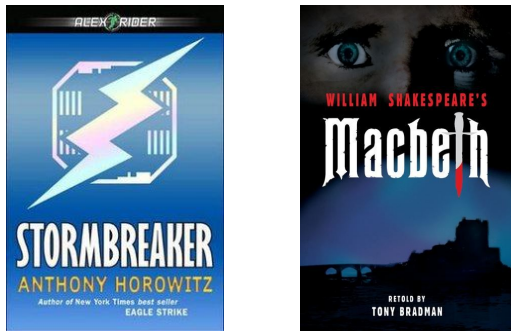

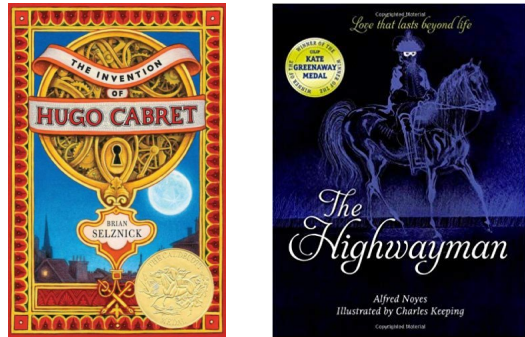


ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 6
Curriculum
2020-21

Key Stage 2 - Long Term Plan 2020-21 Year 6 Daniel Price

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	Adventure		Earth's Secrets		Fantasy	
Core Texts						
English (Cambridge Curriculum)	<p>Unit 1A: Stories with familiar settings Reading and analysing classic extracts from children's fiction then planning and writing in the same style.</p> <p>Unit 1B: Biography and autobiography Reading and analysing biography, autobiography and journalistic writing, then imitating the same style.</p> <p>Unit 1C: A play by a significant writer Reading and discussing part of a Shakespeare play.</p>		<p>Unit 2A: Traditional tales and stories from other cultures Reading and analysing longer established stories, including suspense.</p> <p>Unit 2B: Argument and Discussion Reading and analysing discursive, formal writing.</p> <p>Unit 2C: Poems by significant poets Reading and discussing a range of poetic forms.</p>		<p>Unit 3A: Stories by significant children's authors Reading and analysing stories in which time plays a significant part.</p> <p>Unit 3B: Non-chronological reports Reading and analysing reports and explanations in formal and informal writing.</p> <p>Unit 3C: Poems by significant poets and with language play Reading and discussing a range of poetic forms and themes.</p>	

<p>Maths (Cambridge Curriculum)</p>	<p>Unit 1A: Number and Problem Solving</p> <p>Place Value</p> <p>Decimals</p> <p>Multiples and Factors</p> <p>Using and Applying</p> <p>Unit 1B: Measure and Problem Solving</p> <p>Measurements</p> <p>Time</p> <p>Area and Perimeter</p> <p>Unit 1C: Geometry and Problem Solving</p> <p>Quadrilaterals</p> <p>2D Shapes</p> <p>Reflection</p>	<p>Unit 2A: Number and Problem Solving</p> <p>Decimals</p> <p>Fractions</p> <p>Negative numbers</p> <p>Mental Strategies</p> <p>Unit 2B: Measure and Problem Solving</p> <p>Mass</p> <p>Capacity</p> <p>Area and Perimeter</p> <p>Unit 2C: Handling data and Problem Solving</p> <p>Graphs and Tables</p> <p>Range</p> <p>Probability</p>	<p>Unit 3A: Number and Problem Solving</p> <p>Improper Fractions</p> <p>Percentages</p> <p>Ratio</p> <p>Using and Applying</p> <p>Unit 3B: Measure and Problem Solving</p> <p>Time</p> <p>Calendars</p> <p>Area and Perimeter</p> <p>Unit 3C: Geometry and Problem Solving</p> <p>Prisms</p> <p>Transformation</p> <p>Using and Applying</p>
<p>Science (Cambridge Curriculum)</p>	<p>1A Unit 6.1 Human Organs and Systems</p> <p>Use scientific names for some major organs of body systems.</p> <p>Identify the position of major organs in the body.</p>	<p>2A Unit 6.3 Food Chains</p> <p>Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.</p>	<p>3A Unit 6.5 Caring for the Environment</p> <p>Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats.</p>

	<p>Describe the main functions of the major organs of the body.</p> <p>Explain how the functions of the major organs are essential.</p> <p>1B Unit 6.2 Reversible and Irreversible Changes</p> <p>Distinguish between reversible and irreversible changes.</p> <p>Explore how solids can be mixed and how it is often possible to separate them again.</p> <p>Observe, describe, record and begin to explain changes that occur when some solids are added to water.</p> <p>Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving.</p> <p>Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.</p>	<p>Know that food chains begin with a plant (the producer), which uses energy from the sun. Understand the terms producer, consumer, predator and prey.</p> <p>Explore and construct food chains in a particular habitat.</p> <p>3B Unit 6.6 Mass and Weight</p> <p>Distinguish between mass measured in kilograms (kg) and weight measured in Newtons, noting that kilograms are used in everyday life.</p> <p>Recognise and use units of force, mass and weight and identify the direction in which forces act.</p> <p>Understand the notion of energy in movement.</p> <p>Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving.</p> <p>All Units Science Revision</p>	<p>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.</p> <p>2B Unit 6.4 Conductors and Insulators</p> <p>Investigate how some materials are better conductors of electricity than others.</p> <p>Investigate how some metals are good conductors of electricity while most other materials are not.</p> <p>Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches.</p> <p>Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.</p> <p>Represent series circuits with drawings and conventional symbols.</p>
<p>History</p> <p>National Curriculum(NC)</p>	<p>Spanish Study</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p> <p>To learn how to create a timeline over 50 years.</p> <p>Famous Spanish artists</p>		<p>Maya Civilisation</p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives. To discover facts about the Maya Civilisation.</p> <p>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</p>

	<p>Spanish art movements.</p> <p>Timeline of Spanish history.</p>		<p>religions today. To look at the characteristics of Maya gods and design your own.</p> <p>Note connections, contrasts and trends over time. To look at the Maya number system.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To find out what Maya people grew and ate.</p> <p>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.</p>
<p>Geography (NC)</p>	<p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.</p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains based on local Spain.</p>	<p>Extreme Conditions</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>The study of Volcanoes, Earthquakes and Tsunamis in detail.</p>	<p>Coastlines</p> <p>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.</p> <p>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).</p> <p>Physical features on a coastline.</p>

D&T (NC)			<p>Building - Wood work</p> <p>Use research and develop design criteria.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate their ideas and products against their own design criteria.</p>		<p>Textiles</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces.</p> <p>To select from and use a wider range of materials and components textiles and aesthetic qualities.</p>	
Art (NC)	<p>Sketching and Painting</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To focus on line, shading and the understanding of soft and hard leads.</p> <p>To recognise great artists in history and their work.</p> <p>Cubism - Picasso</p>		<p>Literacy based through work on Kensuke's Kingdom</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>		<p>Mayan Art techniques</p> <p>To find out what we know about the Maya from the drawings of Frederick Catherwood.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p>	
Music (NC)	<p>Pitch: Staff notation</p> <p>Reading and writing staff notation using glockenspiels. Structure of chords.</p> <p>Singing: control of steps and leaps</p>	<p>Rhythm and Pulse</p> <p>Body/pencil case percussion. Reading and writing rhythmic notation</p> <p>(Singing: Christmas songs)</p>	<p>Descriptive Sounds</p> <p>Listening, and appraising The Planets Suite Holst</p> <p>(Singing: Carnival Songs)</p>	<p>Classroom Jazz</p> <p>Improve control and improvisation skills using glockenspiels.</p>	<p>Using Instruments</p> <p>Active Music Games</p> <p>Bucket drumming</p>	<p>Singing / Singing Games</p> <p>Pop Song Study from Charanga</p> <p>Happy by Pharrell Williams</p>

<p>Computing (NC)</p> <p>Switched On Computing Scheme - published by Rising Stars.</p> <p>Due to school closure in the 2nd half of 2019-20 the first 3-4 weeks will be spent reminding of routines and enabling students to complete activities that have been left unfinished due to technical restrictions</p>	<p>We Are Adventure Gamers</p> <p>Expectations :</p> <p>Learn some of the syntax of a text-based programming language.</p> <p>Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list</p> <p>Plan a text-based adventure with multiple 'rooms' and user interaction</p> <p>Thoroughly debug the program.</p> <p>Curriculum References:</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with</p>	<p>We Are Computational Thinkers</p> <p>Expectations :</p> <p>Develop the ability to reason logically about algorithms</p> <p>Understand how some key algorithms can be expressed as programs</p> <p>Understand that some algorithms are more efficient than others for the same problem</p> <p>Understand common algorithms for searching and sorting a list</p> <p>Appreciate algorithmic approaches to problems in mathematics.</p> <p>Curriculum References:</p> <p>Design, write and debug programs that</p>	<p>We Are Advertisers</p> <p>Expectations :</p> <p>Think critically about how video is used to promote a cause.</p> <p>Storyboard an effective advert for a cause.</p> <p>Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights.</p> <p>Work collaboratively to edit the assembled content to make an effective advert.</p> <p>Curriculum References:</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in</p>	<p>We Are Network Technicians</p> <p>Expectations :</p> <p>Appreciate that computer networks transmit and receive information digitally.</p> <p>Understand the basic hardware needed for computer networks to work.</p> <p>Understand key features of internet communication protocols.</p> <p>Develop a basic understanding of how domain names are converted to numerical IP addresses.</p> <p>Curriculum References:</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they</p>	<p>We Are Travel Writers</p> <p>Expectations :</p> <p>Research a location online using a range of resources appropriately.</p> <p>Understand the safe use of mobile technology, including GPS.</p> <p>Capture images, audio and video while on location.</p> <p>Showcase shared media content through a mapping layer.</p> <p>Curriculum References:</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</p>	<p>We Are Publishers</p> <p>Expectations :</p> <p>Manage or contribute to large collaborative projects, facilitated using online tools.</p> <p>Write and review content.</p> <p>Source digital media while demonstrating safe, respectful and responsible use.</p> <p>Design and produce a high-quality print document.</p> <p>Curriculum References:</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</p>
---	---	--	---	---	---	--

<p>encountered when working from home.</p>	<p>variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Resources:</p> <p>Scratch and introduction to Python or other text programming.</p>	<p>accomplish specific goals.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Resources:</p> <p>Scratch</p>	<p>evaluating digital content.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Resources:</p> <p>Video software, digital cameras, Tablets</p>	<p>offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Resources:</p> <p>The Command Prompt</p>	<p>communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p>communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>
---	--	---	--	---	---	---

					<p>concerns about content and contact.</p> <p>Resources:</p> <p>Google Earth, Video software, Digital cameras, Google Sites, Audacity</p>	<p>concerns about content and contact.</p> <p>Resources:</p> <p>Google Docs, Google Sites, Google Drive, Digital Cameras</p>
PE (NC)	<p>Football</p> <p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Basketball</p> <p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Hockey / Fitness</p> <p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Gymnastics</p> <p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Athletics</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Rounders</p> <p>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.</p>
PSHE - linked to the 5 R's	Readiness	Respect	Responsibilities	Resilience	Relationships	

<p>Spanish Cultura</p>	<p>1) Exploramos el universo. 2) Representamos nuestro planeta. 3) Descubrimos los climas de España y de Andalucía.</p>	<p>CONCEPTOS: ¿Cómo es el universo? Somos parte del sistema solar. La Tierra, un planeta en movimiento. La influencia de la Luna. Así representamos la Tierra. ¿Cómo localizamos puntos en un mapa? El planisferio físico. El planisferio político. ¿Por qué hay climas diferentes? Los factores que influyen en el clima. El clima mediterráneo. Climas oceánico, subtropical y de montaña.</p>	<p>4) Las instituciones de España y de Andalucía. 5) La población de España y de Andalucía. 6) Conocemos Europa y la Unión Europea.</p>	<p>CONCEPTOS: ¿Dónde se sitúa España? La organización territorial de España. Vivimos en una democracia. Conocemos las instituciones de España. Conocemos las instituciones de Andalucía. ¿Cómo es la población de España y de Andalucía? ¿Qué son las migraciones? ¿Cómo se distribuye la población? Europa, el continente en el que vivimos. ¿Cómo es la población de Europa? Somos parte de la Unión Europea.</p>	<p>7) Viajamos a la Edad Media. 8) Viajamos a la Edad Moderna.</p>	<p>CONCEPTOS: ¿Cómo comenzó la Edad Media? La vida en al-Ándalus. El legado de al-Ándalus. ¿Cómo se formaron los reinos cristianos? La vida en los reinos cristianos. El arte y la cultura en los reinos cristianos. ¿Cómo empezó la Edad Moderna? Los Reyes Católicos y la llegada a América. El Imperio español en el siglo XVI. La decadencia del Imperio español. El siglo XVIII: una nueva dinastía. El arte y la cultura de la Edad Moderna.</p>
-----------------------------------	---	--	---	---	--	--

				¿Cómo se organiza la Unión Europea?		
--	--	--	--	-------------------------------------	--	--

<p>Spanish Lengua</p>	<p>1) La convivencia. 2) El trabajo. 3) Fiestas y tradiciones. 4) Medios de comunicación.</p>	<p>COMPETENCIA LECTORA: El decreto. Pasen y vean. El paso de Nian. Noticias.</p> <p>VOCABULARIO: Palabras individuales y colectivas. Gentilicios. Palabras tabú y eufemismos. Repaso: Palabras polisémicas.</p> <p>GRAMÁTICA: La palabra. Los determinantes. El artículo. El sustantivo. El adjetivo. El grupo nominal.</p> <p>ORTOGRAFÍA: Las mayúsculas. Reglas generales de acentuación. Acentuación de diptongos y triptongos. Acentuación de hiatos.</p> <p>LITERATURA: Los géneros literarios. La narrativa.</p>	<p>5) El universo. 6) La solidaridad. 7) La sociedad. 8) Los sentimientos.</p>	<p>COMPETENCIA LECTORA: Algo inesperado. Carteles publicitarios. Gustos son gustos. Perdido vestido de novia.</p> <p>VOCABULARIO: Palabras homónimas. Hiperónimos e hipónimos. Repaso: Campo semántico. Principales prefijos.</p> <p>GRAMÁTICA: Los demostrativos. Los posesivos. Los numerales. Los indefinidos. El pronombre personal. El verbo (I).</p> <p>ORTOGRAFÍA: Palabras terminadas en y. Palabras con b o g ante consonante. Palabras con cc. Partición de palabras: el guion.</p> <p>LITERATURA: Leyendas y fábulas. La lírica.</p>	<p>9) Derechos y deberes. 10) Los viajes. 11) héroes y heroínas. 12) La música.</p>	<p>COMPETENCIA LECTORA: Enamorada de África. ¿Demasiada gente en la cima del mundo? Se necesita héroe. Cómo fabricar tus propios instrumentos.</p> <p>VOCABULARIO: Principales sufijos. Sufijos valorativos. Sufijos intensivos. Repaso: Palabras derivadas.</p> <p>GRAMÁTICA: El verbo (II). Clases de verbos. Los adverbios. Enlaces e interjecciones.</p> <p>ORTOGRAFÍA: Palabras con z o d final. Palabras con h intercalada. La coma y el punto y coma. Otros signos de puntuación.</p> <p>LITERATURA: Los recursos literarios. El teatro.</p>
----------------------------------	---	---	--	--	---	--

Opportunities for Possible Visits	Residential - Outdoor Learning 3 days and 2 nights			Ski Trip		
--	---	--	--	----------	--	--