

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 6

Curriculum

2016 - 17

Key Stage 2 - Long Term Plan 2016-17 Year 6 Daniel Price

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Cross Curricular topic ></u>	Local Studies / Earth's Secrets		Earth's Secrets / Revision		Journeys	
English (Cambridge Curriculum)	<p>Unit 1A: Stories with familiar settings</p> <p>Reading and analysing classic extracts from children's fiction then planning and writing in the same style.</p> <p>Unit 1B: Instructions</p> <p>Reading and analysing biography, autobiography and journalistic writing, then imitating the same style.</p> <p>Unit 1C: Poems in familiar settings</p> <p>Reading and discussing classic poetry.</p>		<p>Unit 2A: Traditional tales and stories from other cultures</p> <p>Reading and analysing longer established stories.</p> <p>Unit 2B: Explanations and dictionaries entries</p> <p>Reading and analysing discursive, formal writing.</p>		<p>Unit 3A: Stories by significant children's authors</p> <p>Reading and analysing stories in which time plays a significant part.</p> <p>Unit 3B: Non-chronological reports</p> <p>Reading and analysing reports and explanations in formal and informal writing.</p> <p>Unit 2C: Poems by significant poets</p> <p>Reading and discussing a range of poetic forms.</p> <p>Reading and discussing a range of poetic forms and themes.</p>	
Maths (Cambridge Curriculum)	<p>Unit 1A: Number and Problem Solving</p> <p>Place Value</p> <p>Decimals</p> <p>Multiples and Factors</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 3A: Number and Problem Solving</p> <p>Improper Fractions</p> <p>Percentages</p> <p>Ratio</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 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>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> <ul style="list-style-type: none"> • 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. <p>1B Unit 6.2 Reversible and Irreversible Changes</p> <ul style="list-style-type: none"> • 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. 	<p>2A Unit 6.3 Food Chains</p> <ul style="list-style-type: none"> • 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. <p>3B Unit 6.6 Mass and Weight</p> <ul style="list-style-type: none"> •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. <p>All Units Science Revision</p>	<p>3A Unit 6.5 Caring for the Environment</p> <ul style="list-style-type: none"> • 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. <p>2B Unit 6.4 Conductors and Insulators</p> <ul style="list-style-type: none"> •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.

<p>History</p> <p>National Curriculum(NC)</p>	<p>Local History Study</p> <p>A look at how Almunecar has changed over the years.</p> <p>How has Almunecar changed?</p> <p>How has it affected the area?</p> <p>What did it used to look like?</p> <p>How has the infrastructure changed?</p> <p>Has the terrain changed?</p> <p>What could happen in the future?</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To learn how to create a timeline over 50 years.</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 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>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</p>

			(including day and night). Physical features on a coastline.
D&T (NC)		<p>Building Bridges</p> <p>Use research and develop design criteria.</p> <p>Select from and use a wider range of tools and equipment to perform practical task.</p> <p>Evaluate their idea and products against their own design criteria.</p>	<p>Year 6 Project</p> <p>Children will work in groups to plan and design their own project. The children will be given control of their own display area.</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>
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>Mayan Art techniques</p> <p>To find out what we know about the Maya from the drawings of Frederick Catherwood.</p>
Music (NC)	<p>Spanish Influences</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Singing</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Instrumental</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>

<p>Computing (NC)</p>	<p>We Are APP Planners</p> <p>Develop an awareness of the capabilities of smartphones and tablets.</p> <p>Understand geolocation, including GPS.</p> <p>Identify interesting, solvable problems.</p> <p>Evaluate competing products.</p> <p>Pitch a proposal for a smartphone or tablet APP.</p>	<p>We Are Project Managers</p> <p>Scope a project to identify different components that must be successfully combined.</p> <p>Identify their existing talents and plan how they can develop further knowledge and skills.</p> <p>Identify the component tasks of a project and develop a timeline to track progress.</p> <p>Identify the resources they'll need to accomplish a project.</p> <p>Use web-based research skills to source tools, content and other resources.</p> <p>Consider strategies to ensure the quality of a collaborative project.</p>	<p>We Are Market Researchers</p> <p>Create a set of good survey questions.</p> <p>Analyse the data obtained from a survey.</p> <p>Work collaboratively to plan questions.</p> <p>Conduct an interview or focus group.</p> <p>Analyse and interpret the information obtained from interviews or a focus group.</p> <p>Present their research findings.</p>	<p>We Are Interface Designers</p> <p>Work collaboratively to design the APP's interface.</p> <p>Use wireframing tools to create a design prototype of their APP.</p> <p>Develop or source the individual interface components (media assets) they will use.</p> <p>Address accessibility and inclusion issues.</p> <p>Document their design decisions and the process they've followed.</p>	<p>We Are APP Developers</p> <p>Become familiar with another programming toolkit or development platform.</p> <p>Import existing media assets to their project.</p> <p>Write down the algorithms for their APP.</p> <p>Program, debug and refine the code for their APP.</p> <p>Thoroughly test and evaluate their APP.</p>	<p>We Are Marketers</p> <p>Consider key marketing messages, including identifying a unique selling point. Develop a printed flyer or brochure incorporating text and images.</p> <p>Further develop knowledge, skills and understanding in relation to creating a website.</p> <p>Further develop skills relating to shooting and editing video.</p>
<p>PE (NC)</p>	<p>Basketball</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,</p>	<p>Football / Fitness</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,</p>	<p>Hockey</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<p>Dance / Gym</p> <p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique,</p>	<p>Tennis</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,</p>	<p>Rounders / Athletics</p> <p>Develop flexibility, strength, technique, control and balance.</p>

	netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	control and balance.	netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	
PSHE (SEAL)	New Beginnings Empathy Self awareness Motivating Social Skills	Getting on and Falling out Managing feelings Social Skills	Going for Goals Motivation Self awareness		Relationships Self awareness Empathy	Changes Social Skills Managing feelings Motivation
Spanish Cultura	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 siglo XVII en España: la crisis del Imperio.

		<p>El planisferio político.</p> <p>La atmósfera, el tiempo y el clima.</p> <p>Los factores que influyen en los climas.</p> <p>El clima mediterráneo.</p> <p>Los climas subtropical y oceánico.</p> <p>El clima de montaña.</p> <p>Los climas y la vegetación de Andalucía.</p> <p>El relieve de España.</p> <p>Las aguas de España.</p> <p>El relieve y los ríos de Andalucía.</p> <p>Los paisajes transformados de España.</p> <p>Los paisajes agrarios e industriales de España.</p> <p>Los paisajes urbanos y turísticos de España.</p>		<p>Las migraciones en España.</p> <p>La distribución de la población en España.</p> <p>La población de Europa.</p> <p>La Prehistoria y la Edad Antigua.</p> <p>El reino visigodo y la conquista musulmana.</p> <p>La vida y la cultura en al-Ándalus.</p> <p>Los reinos cristianos.</p> <p>La vida en las ciudades cristianas.</p> <p>El arte en los reinos cristianos.</p>		<p>El Barroco y el Siglo de Oro.</p> <p>El siglo XVIII: los Borbones.</p>
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<p>Spanish Lengua</p>	<p>1) La convivencia. 2) La agricultura. 3) Los animales. 4) El trabajo. 5) Fiestas y tradiciones. 6) El universo.</p>	<p>COMPETENCIA LECTORA: El decreto. El maravilloso mundo del té. Dailan Kifki. ¡Qué trabajos tan divertidos! El paso de Nian. El eclipse.</p> <p>VOCABULARIO: Palabras sinónimas y antónimas. Palabras monosémicas y polisémicas. Palabras homónimas. Palabras parónimas. Campo semántico. Campo léxico.</p> <p>GRAMÁTICA: La comunicación. El lenguaje y las lenguas. El sustantivo. Los determinantes. El artículo. Demostrativos y posesivos. Numerales e indefinidos.</p> <p>ORTOGRAFÍA: Las mayúsculas. Los sonidos K, Z Y G suave. Los sonidos J y R</p>	<p>7) Medios de comunicación. 8) Los sentimientos. 9) La solidaridad. 10) La sociedad. 11) Derechos y deberes</p>	<p>COMPETENCIA LECTORA: Tres noticias. El guerrero enamorado. Cartele publicitarios. Gustos son gustos. Enamorada de África.</p> <p>VOCABULARIO: Palabras compuestas y simples. Palabras derivadas y primitivas. Familia de palabras. Los prefijos. Los sufijos.</p> <p>GRAMÁTICA: El adjetivo. El grupo nominal. El pronombre personal. El verbo. Raíz y desinencia. El verbo. Número, persona, tiempo y modo.</p> <p>ORTOGRAFÍA: Palabras terminadas en y. Palabras con b o g ante consonante.</p>	<p>12) Los viajes. 13) La historia. 14) Los héroes. 15) La música.</p>	<p>COMPETENCIA LECTORA: El Transiberiano. Teseo y el Minotauro. Se necesita héroe. Los caballos danzantes.</p> <p>VOCABULARIO: Aumentativos y diminutivos. Los gentilicios. Las frases hechas. Los refranes.</p> <p>GRAMÁTICA: Los tiempos verbales. El adverbio. Otras clases de palabras. La oración. El texto.</p> <p>ORTOGRAFÍA: Palabras con h intercalada. Signos que cierran enunciados. La coma y el punto y coma. Otros signos de puntuación.</p> <p>EXPRESIÓN ESCRITA: Elaborar un folleto turístico. Escribir un cuento.</p>
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		<p>fuerte.</p> <p>Reglas generales de acentuación.</p> <p>Acentuación de diptongos y triptongos.</p> <p>Acentuación de hiatos.</p> <p>EXPRESIÓN ESCRITA:</p> <p>Escribir normas de convivencia.</p> <p>Confeccionar un fichero de plantas.</p> <p>Preparar un mural sobre animales.</p> <p>LITERATURA:</p> <p>La literatura. La prosa y el verso. Los géneros literarios.</p> <p>La lírica. Poema, verso y estrofa. La rima.</p> <p>La fábula. Grandes fabulistas.</p>		<p>Palabras con cc.</p> <p>Partición de palabras: el guión.</p> <p>Palabras con z o d final.</p> <p>EXPRESIÓN ESCRITA:</p> <p>Describir a un familiar.</p> <p>Elaborar un cartel solidario.</p> <p>LITERATURA:</p> <p>La narrativa. El cuento. La novela.</p> <p>La leyenda. Los temas de las leyendas. Las leyendas populares y las leyendas de autor.</p>		<p>Preparar un cómic sobre un héroe.</p> <p>Escribir la biografía de un cantante.</p> <p>LITERATURA:</p> <p>El teatro. El texto teatral. La estructura de la obra.</p> <p>Los recursos literarios. La personificación. La comparación. La metáfora.</p>
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Opportunities for Possible Visits	A walk around Almunecar			Skiing Trip		End of Primary trip
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