



## 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: *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.

**In Autumn 2, all children are taught to sing Christmas songs from aural memory and to use their voices expressively with confidence and control, and perform these to an audience.**

##### 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.

##### Anti-bullying:

- To recognise and deal with different types of bullying.

##### 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 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.

##### 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.