



## Enquiry 1

| <u>Year group: 6</u> | <u>Term: 1</u>   |   | <u>Enquiry Question: Why should rainforests be important to us all?</u>   |
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|                      | <b>Essential knowledge:</b>  | <b>Essential vocabulary</b>   | <b>Skills:</b>  |
| Creative development | <p><b><u>Art</u></b></p> <p><b><u>Portraits</u></b></p> <ul style="list-style-type: none"> <li>– Know how to create sketch books with creativity to record ideas and observations and use them to review and revisit ideas.</li> <li>– To know how improve artwork in specifically in drawing.</li> <li>– Know how to use a wide range of materials within drawing. (Pen, pencil, charcoal)</li> <li>– Know about the work of Michael Volpicelli and use his work to influence own.</li> <li>– Know how to compare own work to that of established artists.</li> </ul> <p><b><u>Music</u></b></p> <p><b><u>Happy</u></b></p> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>– To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse.</li> </ul> | <p>Shade</p> <p>Line</p> <p>Pattern</p> <p>Observations</p> <p>Experience</p> <p>Tone</p> <p>Blurred</p> <p>Curved</p> <p>Horizontal</p> <p>Vertical</p> <p>Word art</p> <p>Style indicators, melody, cover, pulse, rhythm, pitch, tempo,</p> | <p><b><u>Art</u></b></p> <p><b><u>Portraits</u></b></p> <ul style="list-style-type: none"> <li>– Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>– Identify artists who have worked in a similar way to their own work.</li> <li>– Develop ideas using different or mixed media, using a sketchbook.</li> <li>– Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>– Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>– Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>– Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b><u>Music</u></b></p> <p><b><u>Happy</u></b></p> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>– To sing in unison and to sing backing vocals</li> <li>– To experience rapping and solo singing</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>– To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>– To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ It's main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To explain the importance of warming up your voice</li> </ul> </li> </ul> <p><u>Music history / Listen and appraise</u></p> <p>To choose songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>– The historical context of the songs</li> <li>– What else was going on at this time, musically and historically</li> </ul> <p>To know and talk about that fact that we each have a musical identity</p> | <p>dynamics, timbre, texture, structure, dimensions of music, groove, producer, Motown, hook, riff, solo, unison</p> | <ul style="list-style-type: none"> <li>– To listen to each other and be aware of how you fit into the group</li> <li>– To sing with awareness of being 'in tune'.</li> </ul> <p><u>Music history / Listen and appraise</u></p> <ul style="list-style-type: none"> <li>– To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>– To listen carefully and respectfully to other people's thoughts about the music</li> <li>– To talk about the musical dimensions working together in the song</li> <li>– Talk about the music and how it makes you feel, using musical language to describe the music</li> </ul> |
| Knowledge & understanding of the world | <p><b><u>Geography</u></b></p> <p><u>Why should rainforests be important to us all?</u></p> <p>In topic, our children will learn about Rainforests and will focus on the following:</p> <ul style="list-style-type: none"> <li>– Know where the rainforests are located.</li> </ul>   | <p>Deforestation<br/>Settlement<br/>Climate<br/>Vegetation belt<br/>Natural resources<br/>Tropics<br/>Equator</p>    | <p><b><u>Geography</u></b></p> <p><u>Why should rainforests be important to us all?</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>– Identify the key areas of the world containing rainforests.</li> <li>– Use atlases and maps to locate the rainforests.</li> <li>– Describe key aspects of a tropical climate.</li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>– Know what is meant by a tropical climate.</li> <li>– Know what is meant by the following terms: <ul style="list-style-type: none"> <li>○ Latitude</li> <li>○ Longitude</li> <li>○ Equator</li> <li>○ Northern Hemisphere</li> <li>○ Southern Hemisphere</li> <li>○ The Tropics of Cancer and Capricorn</li> <li>○ Antarctic Circle</li> <li>○ The Prime/ Greenwich Meridian and time zones (including day and night).</li> </ul> </li> <li>– Know of the key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>– Know what animals and plants can be found in the rainforest.</li> <li>– Know the key aspects of human geography in the context of rainforest conservation including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> | <p>Habitat<br/>Rainforest<br/>layers e.g.<br/>Story,<br/>canopy etc</p> | <ul style="list-style-type: none"> <li>– Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in relation to rainforests.</li> <li>– Describe key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>– Describe the animals and plants that live in a rainforest and the habitats in the different layers of the rainforest.</li> <li>– Compare the geographical similarities and differences between the Amazon rainforest with Sherwood forest.</li> <li>– Explain the effects humans are having on the rainforests (and wood as a natural resource)</li> <li>– List strategies that could help minimise the effects that humans are having on the rainforests.</li> </ul> |
|  |  | Freedom<br>Injustice  | <u>RE</u>  |



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|  | <p><b>RE</b></p> <p><b>Unit 6.1 Justice and freedom-is it fair?</b></p> <p><b>Religion and World view focus: Christianity, Islam and Humanism</b></p> <ul style="list-style-type: none"> <li>– Explore issues of justice and freedom</li> <li>– Explore religious teachings of forgiveness and reconciliation.</li> </ul> <p><b>Christmas - is Christmas only for Christians</b></p> <p><b><u>French</u></b></p> <p><b><u>Let's Visit a French Town</u></b></p> <ul style="list-style-type: none"> <li>– Know how to use songs and rhymes to link spellings and meaning of French words.</li> <li>– Know how to hold a conversation to ask and answer questions adding opinions. Ask for help when asking questions.</li> </ul> | <p>Justice<br/>Forgiveness<br/>Reconciliation<br/>Community<br/>Harmony</p> <p>Habiter<br/>Tu<br/>Vous<br/>il<br/>elle<br/>Quand je<br/>serai<br/>grand(e)...<br/>Qu'est-ce que<br/>c'est?<br/>Comment<br/>s'érit ton<br/>nom?</p> | <p><b>Unit 6.1 Justice and freedom-is it fair?</b></p> <p><b>Religion and World view focus: Christianity, Islam and Humanism</b></p> <ul style="list-style-type: none"> <li>– To show understanding of what freedom means to people of faith</li> <li>– To show an understanding of what injustice means.</li> <li>– To show understand of the beliefs and feelings of faith members who have experienced injustice.</li> <li>– Can identify a religious teaching like forgiveness might have on a believer's actions.</li> <li>– Show an understanding of the benefit of reconciliation to community harmony</li> </ul> <p><b>Christmas - is Christmas only for Christians</b></p> <p><b><u>French</u></b></p> <p><b><u>Let's Visit a French Town</u></b></p> <ul style="list-style-type: none"> <li>– Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>– Appreciate stories, songs, poems and rhymes in the language</li> <li>– Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> </ul> |
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|      | <ul style="list-style-type: none"> <li>– Know how to use a broad vocabulary and develop this even further by using a dictionary to understand new words.</li> </ul>   |  | <ul style="list-style-type: none"> <li>– Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary.</li> </ul>   |
| SMSC | <p><b><u>Being Me</u></b></p> <p>Children are taught to recognise their rights and responsibilities within society: a Global Citizen.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> <li>– To make choices about my own behaviour because I understand how rewards and consequences feel</li> <li>– How theses relate to my rights and responsibilities</li> <li>– That my actions affect myself and others</li> <li>– To care about other people's feelings and try to empathise with them</li> <li>– How democracy and having a voice benefits the school community</li> </ul> | <p>Empathy<br/>Responsibility<br/>Democracy<br/>Collaboration<br/>Goals<br/>Worries<br/>Fears<br/>Values<br/>Welcome<br/>Choice<br/>Ghana<br/>West Africa<br/>Cocoa<br/>plantation<br/>Cocoa pods<br/>Machete<br/>Rights<br/>Community<br/>Education<br/>Wants<br/>Needs<br/>Maslow<br/>Comparison<br/>Opportunities<br/>Learning<br/>charter<br/>Obstacles<br/>Participation<br/>Decision<br/>Proud</p> | <p><b><u>Being Me</u></b></p> <ul style="list-style-type: none"> <li>– I can plan for a goal which I hope to achieve by the end of year</li> <li>– I can review my own and the rights and responsibilities of others as a child<br/>I can empathise with those who are less fortunate</li> <li>– I can discuss the consequences of other people's actions both locally and globally</li> <li>– I can evaluate the effectiveness of collaboration when achieving a joint outcome and encourage group contribution</li> <li>– Identify how my actions impact the community around me. Use Inmans Helping Hands as a focus point.</li> <li>– I can distinguish how and why our school is democratic and can explain why I should voice my values, opinions and ideas</li> <li>– I can explain ways in which difference can be a source of conflict or a cause for celebration</li> <li>– I can show empathy with people in another situation</li> <li>– I can tell you some ways that difference can be a source of conflict in people's lives</li> <li>– I can express how I feel about this</li> </ul> |



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| <p>Scientific &amp; technological understanding</p> | <p><b><u>Science</u></b></p> <p><b><u>Living Things</u></b></p> <ul style="list-style-type: none"> <li>– Describe how living things can be divided in to different groups based upon identifiable characteristics</li> <li>– Give reasons for classifying plants and animals based on specific characteristics.</li> <li>– Know that some micro-organisms are harmful and some are useful.</li> </ul> <p><b><u>Computing</u></b></p> <p><b><u>Online Safety (Unit 6.2)</u></b></p> <ul style="list-style-type: none"> <li>– Identify benefits and risks of mobile devices, broadcasting location (app)</li> <li>– Identify secure sites</li> <li>– Know the benefits and risks of giving personal information</li> <li>– Understand the importance of balancing game and screen time</li> </ul> <p><b><u>Blogging (Unit 6.4)</u></b></p> <ul style="list-style-type: none"> <li>– Identify the features of successful blog writing</li> <li>– Consider the effects on an audience (visual properties)</li> <li>– Understand the importance of updating contents</li> </ul> | <p>Classify Key</p> <p>Vertebrates</p> <p>Invertebrates</p> <p>Mammal</p> <p>Bird</p> <p>Reptile</p> <p>Amphibian</p> <p>Fish</p> <p>Micro-organism</p> <p>Bacteria</p> <p>Virus</p> <p>Fungus</p> <p><b><u>Online Safety (Unit 6.2)</u></b></p> <p>Broadcasting location</p> <p>Secure sites</p> <p>Risk and benefit</p> <p>Screen time</p> <p>Informed ownership</p> <p><b><u>Blogging (Unit 6.4)</u></b></p> <p>Audience</p> <p>Visual property</p> <p>Blog</p> <p>Purpose</p> | <p><b><u>Science</u></b></p> <p><b><u>Living Things</u></b></p> <ul style="list-style-type: none"> <li>– Record data and results of increasing complexity using scientific diagrams, labels and classification keys.</li> <li>– To report and present findings from enquiries, including conclusions, casual relationships and explanations of degree of trust in results, in oral or written form</li> <li>– Identify scientific evidence that has been used to support or refute ideas and arguments.</li> </ul> <p><b><u>Computing</u></b></p> <p><b><u>Online Safety (Unit 6.2)</u></b></p> <ul style="list-style-type: none"> <li>– Revise the features of online safety</li> <li>– Take more informed ownership of the way they choose to spend their free time</li> </ul> <p><b><u>Blogging (Unit 6.4)</u></b></p> <ul style="list-style-type: none"> <li>– Work collaboratively to plan, design, create and write a blog</li> <li>– Create a blog for a specific purpose</li> <li>– Consider audience</li> <li>– Peer assess by commenting on and responding to other blogs</li> </ul> |
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|                      | <u>Networks (Unit 6.6)</u> <ul style="list-style-type: none"> <li>– Find out what LAN and WAN are</li> <li>– Research and find out about the age of the internet</li> </ul>   | <u>Networks (Unit 6.6)</u><br><br>WWW<br>LAN<br>WAN<br>Internet  | <ul style="list-style-type: none"> <li>- Compare website design – Inmans Helping Hands to Rainforest Trust.</li> </ul> <u>Networks (Unit 6.6)</u> <ul style="list-style-type: none"> <li>– Predict what you think the future might hold for the internet</li> <li>– Know the difference between the WWW and the internet</li> </ul>  |
| Physical development | <u><b>Physical Development</b></u><br><br><u>Invaders- Tag Rugby (Unit 6.1)</u> <ul style="list-style-type: none"> <li>– Understand the basic rules of tag rugby</li> <li>– To know how to tag</li> <li>– Know how to play as a team</li> </ul> | <u>Invaders- Tag Rugby (Unit 6.1)</u><br><br>Tag<br>Hop<br>Skip<br>Forfeit<br>Dodging<br>Handover<br>Tag<br>Rules<br>Competition<br>Tournament | <u><b>Physical Development</b></u><br><br><u>Invaders- Tag Rugby (Unit 6.1)</u> <ul style="list-style-type: none"> <li>– Practise ball-handling skills</li> <li>– Work as a team, using ball handling skills</li> <li>– Practise moving into a space</li> <li>– Pass and carry a ball using balance and co-ordination</li> <li>– Improve ball-handling skills</li> <li>– Place a ball down as if scoring a try</li> <li>– Apply rules and skills learned to play a game of tag rugby</li> <li>– To practise footwork and dodging skills while carrying the ball</li> </ul> |



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|  | <p><u>Boot Camp (Unit 6.1)</u></p> <ul style="list-style-type: none"><li>– Understand how to prepare the body for exercise</li><li>– To understand what fitness means</li><li>– To know what happens to heart rate during exercise</li><li>– Learn new circuit moves</li></ul> | <p><u>Boot Camp (Unit 6.1)</u></p> <p>Direction<br/>Catcher<br/>Personal fitness<br/>Heart rate<br/>Circuit<br/>Aerobic fitness<br/>Burpee<br/>Spotty dogs<br/>Plank</p> | <ul style="list-style-type: none"><li>– Re-inforce catching and tagging skills to apply them in a game</li><li>– Play in a mini tag rugby competition</li></ul> <p><u>Boot Camp (Unit 6.1)</u></p> <ul style="list-style-type: none"><li>– To complete a range of circuit-based activities and understand the reason for doing them</li><li>– Perform circuit moves with good technique and balance</li><li>– Develop agility and co-ordination</li><li>– Perform more complex patterns of movement</li><li>– Complete a circuit involving the activities practised</li></ul> |
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| <u>Guided Reading and other linked books</u> | <u>Previous Learning Links</u>   | <u>Adaptations for SEND</u>   | <u>Key questions:</u>  |
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| Kensuke's Kingdom                            | Builds on children's growing knowledge of the climates in different regions around the world. Human and physical features of rainforest areas and developing map/atlas skills. | Social stories right and wrong.<br>Actions affect others<br>Watching clips – breaking down timeline into chunks that are relevant and linked.<br>Exploring different viewpoints<br>Series of light experiments – structured experiment reports. | Where are rainforests?<br>What animals live in the rainforest?<br>What plants exist in the rainforest?<br>What type of climate does a rainforest need? |