

# Year 6: Survivor

## 1. Key Vocabulary

**English** — adapt, inevitable, version, theory, implement

**Maths** — xxx

**Science** — intrinsic, bacteria, invertebrates, conceived

**Humanities** — extreme weather, natural disasters, tectonic plates, volcano, living memory, era, eye witness, explorer

**RE** — values, belonging, Commitment, faith, atheist

**PSHE** — trigger, subordinate, inhibition, underlying

**Art** — organic, edible, powdery, mineral, supplements

**DT** — linear perspective, horizon, avant guard, collaboration

**Spanish** — mi casa, el bano, la natacion, el baloncesto

**Computing** — ethernet, licence, entity, binary, WiFi

**Music** — music theory, sharps, flats, semiquaver, tutti

**PE** — salvo, displacement, expiration, aerodynamic, competency, vigour.

## 2. Curriculum Knowledge

- To identify and research significant natural disasters in living memory and plot them on a timeline.
- To determine why and how particular natural disasters occur in certain parts of the world.
- To explain how various communities have adapted to extreme weathers.
- To use secondary sources to learn about the work of a given scientist.
- To classify animals/ plants and work scientifically by carrying out an investigation.
- To write a letter.
- To write an internal monologue.
- To write a non-linear adventure story.
- To write an explanation text.
- To write a poem.



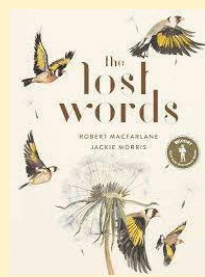
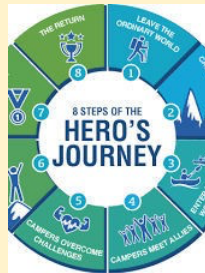
	Enterprise	Communication	Well-Being	Possibilities	Environment
<b>Drivers:</b>	Creating and developing recipes	Poetry through nature	Impact of Titanic tragedy on mental health	Honing craft and cooking techniques	Geographical impact on survival of population

## 3. English

We will be looking at adventure stories. We will focus on the features of the genre and the hero's journey. We will look at a range of different examples through books, films, animations, comics and the world of gaming. We will be writing our own non-linear adventure stories.

As survival experts, we will be writing explanation texts to guide others on how to survive in the wild. We will need to use clear, concise language and pull from our topic learning in order to produce a successful explanation text.

The Lost Words' book will be the focus of our English learning towards the end of this term. We will use this text to explore types of poetry, for example, odes, kennings, alliteration poems. As part of our SPaG learning, we will be revisiting some of the Year 6 grammatical and punctuation expectations that we learnt earlier this year. We will be focusing on fine tuning our use of tenses, the subjunctive and shifts in formality.



## 4. Maths

After the SATs Year 6 will be consolidating their knowledge of Maths and working on themed projects within the Maths curriculum.

- Reward children for their hard work
- Prepare them for post ks2 study
- Equip them with further mathematical skills
- Target children with interventions
- Create a space for creativity in mathematics

Themed projects may include:

- Mathematics Based Superhero Project
- Air Rocket Investigation
- Island Survival Project
- Smarties Investigation
- Smoothie Mini Project



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## 5. Science

**Summer 1: Living things and their habitats**  
Scientist: Carl Linnaeus

**Context:** Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. Look at existing animals that are difficult to classify and create a new animal with perfect adaptations to an environment.

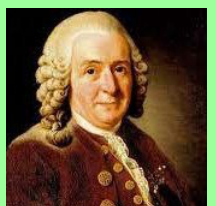
**Summer 2: Animals including Humans**

Scientist: Dame Elizabeth Anionwu

**Context:** Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. Look at scientific statistics and analyse effects on health. Carry out a range of pulse rate investigations

- Fair test – effect of different activities on my pulse rate
- Pattern seeking – exploring which groups of people may have higher or lower resting pulse rates
- Observation over time - how long does it take my pulse rate to return to my resting pulse rate (recovery rate)
- Pattern seeking – exploring recovery rate for different groups of people

**Living Things and Their Habitats**



**Animals Including Humans**

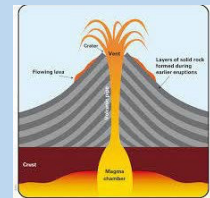


## 6. History/ Geography

For History, children will use a range of sources including videos, images and written pieces to find out about explorers and stories of survival that have taken place within living memory. They'll focus on the story of the Titanic and how survivors managed the extreme conditions and what lessons were learnt from this disaster.



Tectonic plates



Through their Geography lessons, the children will research and learn about extreme weather hotspots and different climate zones around the world. They will look at natural disasters such as volcanoes, earthquakes, tsunamis and hurricanes and consider the locations that these disasters tend to occur in and look into the significance of this.

Pupils will be required to describe and understand key aspects of **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in order to understand how these disasters happen and how humans have built defences to lessen the impact of the natural world

## 10. Spanish

### Summer 1: Unit 11 - Me encantan los deportes

Children will be learning the Spanish names for sports. They will be talking about their opinions of the sports using *me gusta/ favorite/ odio*



### Summer 2: Furniture and rooms in a house

Children will be looking at the structure of a house and furniture in each room. They will talk about where rooms are within the house and what furniture is in that room.



## 7. RE

**Summer 1: Christianity:** Leading a Christian Life. How do Christians follow Jesus and his teachings in their daily lives? What Christian values guide the actions of the people and organisations studied? What are the challenges of living a Christian life today?



**Summer 2: Understanding Faith and Belief:** What can we discover about the faiths and beliefs in our class and school? What can we discover about the faiths and beliefs in the local community and the London Borough of Lambeth? How have faith and belief communities in Lambeth changed over the past 50 years? What are the reasons for changes in these communities? How do faith groups work in partnership with each other and the local community? How has life in Lambeth been enriched by the diversity of the faiths and beliefs that make up the borough? Beliefs

## 8. PSHE

**Summer 1:** In this unit the children will consolidate their learning about different types of families and explore the idea that love is a human right, whoever you choose to love. The children will revisit the challenge of solving disagreements within relationships and be able to identify actions that will help and hinder finding a resolution to a conflict. Building on their understanding of the differences between boys and girls, the children will challenge gender stereotypes that are communicated by the media and challenge their own opinions of boys and girls. Finally the children will develop their existing knowledge of human conception.

**Summer 2:** Children will discuss the concept of change and understand the different kinds of change that they may experience. They will discuss their own personal experience of change, different emotions that they may feel in response and learn different coping strategies. In upper KS2, pupils will identify and discuss different physical and emotional changes through puberty.



## 11. Computing

### Unit 1: Collecting, Analysing, Evaluating and Presenting Data (Information Technology)

Use spreadsheets and databases to gather information on class food preferences. Calculate costs for a single portion and multiple portions of soup using formulae in Spreadsheets



### Unit 2: Communicating and Collaborating (Digital Literacy)

Work in groups/ as a class to create an illustrated, narrated non-linear story using presentation tools such as Prezi/ Google slides



## 9. Art/ DT

**ART FOCUS: drawing/ painting/ printing.**  
**To create backdrop/ props for the Year 6 production.**



Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

**DT FOCUS: Foraged ingredient soups, breads savoury butters (food technology)**



In DT, children will be using ingredients at their disposal to create soup. However, if those ingredients are not available, children should practise their cooking and baking skills in order to link to the topic of survivor. What foods would ne the most nutritious and require the least ingredients



## 12. Music

### Music Theory / Final Production

Sing in harmony confidently and accurately



Perform parts from memory

Take the lead in a performance

## 13. PE

### Summer 1: Cricket

To develop skills in batting and fielding. To choose fielding techniques. To run between the wickets. To run, throw and catch. To develop a safe and effective overarm throw. To learn batting control. To use all the skills learned by playing in a mini tournament.



### Summer 2: Athletics

To use correct technique to run at speed. To develop the ability to run for distance. To throw with accuracy and power. To identify and apply techniques of relay running. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw. To demonstrate good techniques in a competitive

