Medium Term Plan Year 6 Autumn Term

Subject – Geography

Topic: Biomes: Global Warning! - Which world biome has been the worst affected by humans?
LC1: I understand that the world is divided into sections and I can use these terms of reference to identify positions on a world map.
LC2: I can locate the largest cities of each continent using an atlas and describe the features of each place.
LC3: I can locate countries in North and South America and use an atlas to find out about their features.
LC4: I understand the term 'biome' and can identify biomes of the world.
LC5: I can identify both physical and human features of a rainforest and locate rainforests around the world.
LC6: I can compare the human and physical geography of a rainforest and a tundra.
LC7: I know what climate change is and can describe the effects of climate change on different biomes.
LC8: I can describe and explain the effects of globalisation and industrialisation on different biomes.
LC9: I can collect and record evidence and analyse this evidence to draw conclusions.
LC10: I can review my learning and share the knowledge and skills I have learnt.

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Subject – Art

Unit 1: Drawing: Make My Voice Heard
I can explore expressive drawing techniques.
I can consider how symbolism in art can convey meaning.
To apply understanding of the drawing technique chiaroscuro.
To evaluate the context and intention of street art.
Unit 2: Painting and Mixed Media: Artist Study
LC1: I understand how to analyse a famous painting.
LC2: I understand how to find meaning in painting.
LC3: I can apply drama techniques to explore the meaning of a painting.
LC4: I understand how art can tell stories of portray messages.

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Subject – Science WS = working scientifically skills

Topic: Living Things and their Habitats
LC1: I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
LC2: I can give reasons for classifying plants and animals based on specific characteristics.
WS1: I can identify scientific evidence that has been used to support or refute ideas or arguments.
WS2: I can use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.
WS3: I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
WS4: I can use relevant scientific language and illustrations to discuss, communicate and justify ideas and talk about how scientific ideas have developed over time.
Topic: Electricity
LC1: I can use recognised symbols when representing a simple circuit in a diagram.
LC2: I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
LC3: I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
WS1: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
WS2: I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
WS3: I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

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Subject – DT

Topic: Structures: Playgrounds
LC1: I can design a playground with a variety of structures.
LC2: I can build a range of structures.
LC3: I can improve and add detail to structures.
LC4: I can create the surrounding landscape for my playground.