Year 6: Autumn 1 South America and the Rainforest



KNOWLEDGE FOCUS



Science

History



Geography

Geography

Launch/Hook:	ı	mmersion	Final Piece		Immersion	Final Piece	Celebration:
Maths Units: Addition, Subtraction, Problem- solving, Multiples of 1000	Writing: P: To entertain A: Display readers T: Narrative F: Story extract	Explicit Objectives: Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in narrative. Select the appropriate structure, vocabulary and grammar.	Narrative based on a model text with an innovated plot structure.	Writing: P: To inform A: Pupils T: Information text F: Magazine page	Explicit Objectives: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	A magazine page focusing on magic or the circus	Samba Dance & drums
	Geography: Pupils will know about and understand key features of South America including human & physical geography, trade and climate. They will have a greater knowledge of the world's biomes with particular reference to the biomes of South America. • Find out about the location and countries of South America. • Investigate the climate of South America and compare to the UK • Explore the physical features of South America • Investigate the main biomes and those particularly found in South America and compare to the UK • Explore the human geography of South America • Investigate trade and industry in South America. • Identify and locate Rainforest biomes across the world • Investigate, in more detail, the Amazon Rainforest and the effects of deforestation. • Know and describe the environmental threats to the rainforest. Music: Samba • Perform rhythmic patterns confidently and with control in small group settings		 Science: Living Things and their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based upon similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Know that broad groupings, such as micro-organisms, plants and animals can be subdivided Classify animals into commonly found invertebrates (such as snails, insects, spiders and worms) and vertebrates (fish, amphibians, reptiles, birds and mammals) Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification Art: Textiles Explore the use of paint and wax resist using batik. Develop fabric embellishment skills by experimenting with, for example, stitches, beads, buttons, sequins and other mixed media material. 		End Point Enquiry Question: What is it like to live in South America?		

PE

Netball Tag Rugby RE

Hindus: How do Hindus see Brahman?

MFL

Les Habitats

Computing

Networks

Safe Research

PSHE/RSE

KIVA 1-4 Review Kiva 5 Mindfulness

Text Drivers	Visits/Visitors	PSHE Day	
The Explorer - K. Rundell, The Nowhere Emporium – M. Rosa	Robinwood	Languages Day	