


Year 6 – Term 3		Japan
Hook	Natural Disaster Crisis	
3G Lesson	Building Earthquake proof structures/aid crisis	
Visit/Visitor	TBC	
Celebration	Open classroom/Art Gallery	
Children’s Choice for this topic	Takeshi’s Castle Obstacle Course	
British Values covered	Honesty and Friendship	
Genres Coverage	Purpose for writing: Persuade/Discuss/Entertain Balanced argument (Palm oil/topical subject) - Discuss Narrative – Entertain Persuasive advert – Takeshi’s Castle	
Suitable Literacy Text	Kensuke’s Kingdom – Michael Morpurgo	
Maths	Geometry - Shape Decimals Algebra Percentages (White Rose)	
Science (See Andrew Berry/Twinkl plans)	Living things and their habitats. <ul style="list-style-type: none"> <li>• 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</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> <li>• To be able to make a key to classify plants.</li> <li>• To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	
History/ <b>Geography</b>	Japan <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps ... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• <u>Physical geography</u> -climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li> <li>• <u>Human geography</u> - types of settlement and land use, economic activity including trade links,</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• the distribution of natural resources including energy, food, minerals and water</li> </ul>	
<b>Art/DI</b>	The Wave - Hokusai <ul style="list-style-type: none"> <li>• to improve their mastery of <b>drawing</b> with a range of materials</li> <li>• to improve their mastery of <b>painting</b> with a range of materials</li> <li>• about great <b>artists, architects and designers</b> in history.</li> </ul> Building structures <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and</li> </ul>	

	<p>exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>
ICT	Programming/Creating a game
Gym/Dance (Val Sabin)	Gymnastics - Mirroring
Games (PE Team)	Dodgeball and Hockey
Music (Charanga)	Classroom Jazz
PSHE	Good to be Me
RE	Buddhism and Shintoism