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| Year: 6      Topic: Carnival  |   |  |
| Big question: What is Caribbean Culture?  |   | Hook task: Caribbean Food exploration.   |
| PSHE focus: Celebrating Differences   |   | Review task and presentation: What do we now know about Caribbean Culture.   |
| Experiences/ shared learning: Creating Caribbean Carnival costumes.   |   |  |
| <p>Geography NC aims/objectives:</p> <ul style="list-style-type: none"> <li>• identify the Greenwich/Prime Meridian and explain times zones</li> <li>• compare two places in relation to their physical features including settlements, land use and economic activity</li> </ul> | <p>Art and Design NC aims/objectives:</p> <ul style="list-style-type: none"> <li>• design printed patterns, inspired by famous artists</li> <li>• print onto textiles and evaluate my work</li> <li>• create a final piece of work</li> </ul> | <p>Science NC aims/objectives- <i>Living things and their habitats:</i></p> <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> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• characteristics</li> <li>• similarities</li> <li>• differences</li> <li>• micro-organism</li> </ul> |
| <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• Greenwich Meridian</li> <li>• time zone</li> <li>• economic activity</li> </ul>   | <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• textiles</li> <li>• fabrics</li> <li>• adhere</li> <li>• printed pattern</li> </ul>   |  |
| <p>History NC aims/objectives:</p> <ul style="list-style-type: none"> <li>• summarise how Britain has had an impact of the world</li> <li>• explain the ideas of Empire and colonialism</li> </ul>  | <p>Design Technology NC aims/objectives- <i>Food:</i></p> <ul style="list-style-type: none"> <li>• use market research to inform my plans and ideas</li> <li>• follow and refine plans</li> <li>• work within a budget</li> </ul>             |  |
| <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• connections</li> <li>• theories</li> </ul>  | <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• menu</li> <li>• seasonality</li> <li>• commercial product</li> <li>• article</li> </ul>   |  |

### Standalone Subjects

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| <p>Maths:</p> <ul style="list-style-type: none"> <li>fractions</li> <li>converting units</li> </ul>   | <p>French: <i>time:</i></p> <ul style="list-style-type: none"> <li>tell the time in French.</li> </ul>  | <p>RE- <i>Grand Narratives:</i></p> <ul style="list-style-type: none"> <li>How do beliefs and ideas about land shape the way human beings live?</li> </ul>   |
| <p>PE- <i>Social:</i></p> <ul style="list-style-type: none"> <li>show patience and support others, listening carefully to them about our work</li> <li>cooperate well with others and give helpful feedback</li> <li>help organise roles and responsibilities and can guide a small group through a task</li> <li>involve others and motivate those around me to perform better.</li> </ul> | <p>Computing- <i>Computing Systems and Network:</i></p> <ul style="list-style-type: none"> <li>explain the importance of internet addresses</li> <li>recognise how data is transferred across the internet</li> <li>explain how sharing information online can help people to work together</li> <li>evaluate different ways of working together online</li> <li>recognise how we communicate using technology</li> <li>evaluate different methods of online communication</li> </ul> | <p>Key vocabulary for discussions:</p> <ul style="list-style-type: none"> <li>political</li> <li>environmental</li> <li>creation</li> <li>science</li> <li>scientific theory</li> <li>evolution</li> <li>big bang</li> <li>eschatology</li> <li>doctrine of Discovery</li> <li>indigenous</li> <li>partition</li> <li>pilgrimage</li> <li>Jerusalem</li> <li>Mecca</li> <li>Abrahamic</li> </ul> |
| <p>PSHE- <i>Celebrating Differences:</i></p> <ul style="list-style-type: none"> <li>different perceptions of what people think being 'normal' means</li> <li>what it might be like to be different</li> <li>power and controlling behaviour</li> <li>different types of bullying</li> <li>people with disabilities</li> </ul>   |   |  |