**Year 6 (Phase 2/ Upper Key Stage 2)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | **Cross curricular links** | **Resources** | **Home learning/ Homework** | **Assessment Platform/ Apps for**  **AFL** | **Key vocabulary** | **Ongoing reflection/**  **Modification** |
| **AUGUST/ SEPTEMBER** | | | | | | | | | | | |
| **Week 1**  **(30/08/2020-03/09/2020)** | 100% Distance Learning | **Humans and animals**  **Our bodies**  (1.1 Body organs) | Identify and name the main parts of the human body. | Use scientific names for some major organs of body systems.  Identify the position of major organs in the body. | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page013>  <https://www.youtube.com/watch?v=MneeNYD9luo> | Write the functions of main parts of the human body.  <https://www.tes.com/teaching-resource/internal-organs-worksheet-6147086> | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Organ,  Organ system | Week 1 is to be orientation week.  Week 2 for familiarizing with apps and recalling past concepts.  Week 1 plan will be carried forward to week 2 mid. |
| **Week 2**  **(06/09/2020-10/09/2020)** | 100% Distance Learning | 1.2. The heart. | Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Describe the ways in which nutrients and water are transported within animals, including humans. | Use scientific names for some major organs of body systems.  Identify the position of major organs in the body.  Describe the main functions of the major organs of the body.  Explain how the functions of the major organs are essential. | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page017>  <https://developingexperts.com/s/unit-library/units/41> | Handout is given for identify the different parts of the heart ( on Google classroom) <https://developingexperts.com/s/missions/255>  <https://www.tes.com/teaching-resource/the-heart-and-blood-worksheet-3011757> | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | **blood vessels,**  **circulation,**  **circulatory**  **system,**  **heart,**  **pressure,**  **pulse** | **Week 2 plan has been carried forward to Week 3.** |
| **Week 3**  **(13/09/2020-17/09/2020)** | Blended learning | Heart beat and pulse. | Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. | Use tables, bar charts and line graphs to present results.  Make comparisons.  Evaluate repeated results.  Identify patterns in results and results that do not appear to fit the pattern.  Use results to draw conclusions and to make further predictions.  Say if and how evidence supports any prediction made.  Collect evidence and data to test ideas including predictions.  Make predictions using scientific knowledge and understanding. | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page021>  <https://developingexperts.com/s/missions/259> | <https://www.activelearnprimary.co.uk/downloadable-resource?id=826683&file=826683_the-effect-of-exercise-on-our-pulse-rate-measure-it.pdf>  and SAT questions are given to solve at home (on Google classroom) | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. |  |  |
| **Week 4**  **(20/09/2020-24/09/2020)** | Blended Learning | The lungs and breathing. | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Identifying scientific evidence that has been used to support or refute ideas or arguments. | Use scientific names for some major organs of body systems.  Identify the position of major organs in the body.  Describe the main functions of the major organs of the body.  Explain how the functions of the major organs are essential.  Make predictions using scientific knowledge and understanding.  Use tables, bar charts and line graphs to present results | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page025>  Developing expert <https://developingexperts.com/s/missions/256>  - | Quizizz assigned as homework | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | **Breathing,**  **carbon dioxide,**  **lungs,**  **windpipe** |  |
| **Week 5**  **(27/09/2020-01/10/2020)** | Blended Learning | The digestive system. | Describe the simple functions of the basic parts of the digestive system in humans | Use scientific names for some major organs of body systems.  Identify the position of major organs in the body.  Describe the main functions of the major organs of the body.  Explain how the functions of the major organs are essential.  Make a variety of relevant observations and measurements using simple apparatus correctly  Use results to draw conclusions and to make further predictions.  Make predictions using scientific knowledge and understanding.  Identify factors that are relevant to a particular situation. | From Year 4:    Describe the simple functions of the basic parts of the digestive system in humans. | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page029>  Developing expert <https://developingexperts.com/s/missions/157>  <https://www.youtube.com/watch?v=obd8DOB0-oo> | Handout  <https://developingexperts.com/s/missions/157>  <https://www.tes.com/teaching-resource/digestive-system-worksheet-6242773> | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Digestion,  Digestive system,  Intestines |  |
| **OCTOBER** | | | | | | | | | | | |
| **Week 6**  **(04/10/2020-08/10/2020)** | Blended Learning | What do the kidneys do? | Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Identifying scientific evidence that has been used to support or refute ideas or arguments. | Use scientific names for some major organs of body systems.  Identify the position of major organs in the body.  Describe the main functions of the major organs of the body.  Explain how the functions of the major organs are essential.  Make a variety of relevant observations and measurements using simple apparatus correctly.  Collect evidence and data to test ideas including predictions.  Use tables to present results. | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page033>  <https://www.youtube.com/watch?v=Bn8czDqPUvY> | Key words are given to write the definitions | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Kidneys,  Excretion,  Urine,  Dialysis,  Disease |  |
| **Week 7**  **(11/10/2020-15/10/2020)** | 100% Distance Learning | What does the brain do? | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Identifying scientific evidence that has been used to support or refute ideas or arguments. | Use scientific names for some major organs of body systems.  Identify the position of major organs in the body.  Describe the main functions of the major organs of the body.  Explain how the functions of the major organs are essential.  Make comparisons.  Identify patterns in results and results that do not appear to fit the pattern. | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page037>  <https://www.youtube.com/watch?v=ndDpjT0_IM0>  <https://www.youtube.com/watch?v=c9HK59FaoMI> | Questions from unit end is given to solve. | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Brain  Images,  Nerves |  |
| **Week 8**  **(18/10/2020-19/10/2020)** | 100% Distance Learning | 2. Living things in the environment.  Classifying living things  2.1 Food chains in a local habitat. | Construct and interpret a variety of food chains, identifying producers, predators and prey. | Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.  Explore and construct food chains in a particular habitat.  Make a variety of relevant observations and measurements. | Year 4 & 5 | Maths, English, Art, ICT, Moral Education.  Medical science. | Developing experts <https://developingexperts.com/s/unit-library/units/29>  Cambridge elevate  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page045> | Construct a variety of food chains and identify the producers, predators and prey | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Feeding relationships,  Pests,  Depict,  Food chain,  Species |  |
| **Parent-Teacher Meeting (20/10/2020)**  **Half Term Break for Students (20/10/2020-22/10/2020)** | | | | | | | | | | | |
| **Week 9**  **(25/10/2020-29/10/2020)** | Blended Learning | 2.2. Food chains begin with plants.  2.3. Consumers in food chains | Construct and interpret a variety of food chains, identifying producers, predators and prey. | Know that food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.  Know and understand the term ‘producer’.  Know that food chains begin with a plant (the producer), which uses energy from the Sun.  Know and understand the terms ‘producer’, ‘consumer’, ‘predator’ and ‘prey’.  Explore and construct food chains in a particular habitat.  Make a variety of relevant observations.  Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate this.  Identify patterns in results.  Identify factors that are relevant to a particular situation. | Year 4 & 5 | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page049>  Developing experts <https://developingexperts.com/s/unit-library/units/29> | Draw a food web and write the number of food chains included | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Energy,  Producer,  Consumer,  Unique,  Factor,  Prey |  |
| **NOVEMBER** | | | | | | | | | | | |
| **Week 10**  **(01/11/2020-05/11/2020)** | Blended Learning | 2.4. Food chains in different habitats. | Construct and interpret a variety of food chains, identifying producers, predators and prey | Know that food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.  Know and understand the terms ‘producer’, ‘consumer’, ‘predator’ and ‘prey’.  Explore and construct food chains in a particular habitat.  Make a variety of relevant observations.  Make comparisons. | Year 4 | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page057>  Developing expert <https://developingexperts.com/s/missions/374> | Construct the food chains in two different habitats | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Tropical, desert,  Savannah,  Plankton |  |
| **Week 11**  **(08/11/2020-12/11/2020)** | Blended Learning | 2.5. Deforestation | Recognise that environments can change and that this can sometimes pose dangers to living things. | Explore how humans have positive and negative effects on the environment, for example, loss of species, protection of habitats.  Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.  Identify factors that are relevant to a particular situation.  Make comparisons.  Make predictions using scientific knowledge and understanding. | Year 4 | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page061>  Developing experts <https://developingexperts.com/s/missions/177> | Students collect the data about deforestation from various countries for interpretation and write a conclusion about amount deforestation according to the year.  <https://www.tes.com/teaching-resource/deforestation-11800565> | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Deforestation  Environment  Greenhouse gases  Global warming  Conserve |  |
| **Week 12**  **(15/11/2020-19/11/2020)** | Blended Learning | 2.6. Air pollution. | Recognise that environments can change and that this can sometimes pose dangers to living things. | Explore how humans have positive and negative effects on the environment, for example, loss of species, protection of habitats.  Make comparisons.  Make predictions using scientific knowledge and understanding.  Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate this.  Say if and how the evidence supports any prediction made.  Use tables and bar charts to present results. | Year 4  (Recognise that environments can change and that these changes can sometimes pose dangers to living things and explore examples of human impact (both positive and negative) on environments.) | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page065>  Developing experts <https://developingexperts.com/s/missions/178> | Word search game is assigned on Google classroom  Or  <https://www.tes.com/teaching-resource/air-topic-pollution-6335708> | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Pollution,  Pollutants,  Bronchitis,  Asthma |  |
| **Week 13**  **(22/11/2020-26/11/2020)** | 100% Distance Learning | 2.7. Acid rain. | Recognise that environments can change and that these changes can sometimes pose dangers to living things and explore examples of human impact (both positive and negative) on environments.  Identifying scientific c evidence that has been used to support or refute ideas or arguments | Explore how humans have positive and negative effects on the environment, for example, loss of species, protection of habitats.  Make predictions using scientific knowledge and understanding.  Make comparisons.  Identify patterns in results and results that do not appear to fit the pattern.  Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate this.  Say whether and how the evidence supports any prediction made. | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page069> | Question are given to solve,  Quizzes  Or <https://www.tes.com/teaching-resource/acid-rain-6426706> | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Acid rain |  |
| **Week 14**  **(29/11/2020-30/11/2020)** | 100% Distance Learning | 2.8. Recycling. | Recognise that environments can change and that this can sometimes pose dangers to living things. | Explore a number of ways of caring for the environment, for example, recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.  Make a variety of relevant observations.  Make predictions using scientific knowledge and understanding. | Year 4 | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page073>  Developing experts  <https://developingexperts.com/s/missions/177> | Handout or quizzes (on Google classroom) | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Waste disposal, landfill,  Reduce,  Compost |  |
| **Martyr’s Day (01/12/2020)**  **U.A.E. National Day Holiday (02/12/2020-03/12/2020)** | | | | | | | | | | | |
| **DECEMBER** | | | | | | | | | | | |
| **Week 15**  **(06/12/2020-10/12/2020)** | Blended Learning | 2.9. Take care of your environment. | Recognise that environments can change and that this can sometimes pose dangers to living things | Explore a number of ways of caring for the environment, for example, recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.  Make predictions using scientific knowledge and understanding.  Use a table and a bar chart to record results.  Make comparisons.  Identify patterns in results and results that do not appear to fit the pattern.  Say whether and how the evidence supports any predictions made. | N/A | Maths, English, Art, ICT, Moral Education.  Medical science. | Cambridge Elevate  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1199/page077> | Unit end question solving | Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Resource,  Audit |  |
| **Winter Break**  **(13/12/2020-31/12/2020)** | | | | | | | | | | | |