



Medium Term Plan Year: 6 Term: 2

Maths

<p>Week 1 - Fractions - Number</p> <ul style="list-style-type: none"> - use equivalent fractions to simplify - use and find equivalent fractions on a number line - compare and order fractions with the same denominator - compare and order fractions with the same numerator 	<p>Week 2 - Fractions - Number</p> <ul style="list-style-type: none"> - add and subtract simple fractions - add and subtract any two fractions - add mixed numbers - subtract mixed numbers - solve multi-step problems 	<p>Week 3 - Fractions - Number</p> <ul style="list-style-type: none"> - multiply fractions by integers and fractions - divide fractions by integers - solve mixed questions with fractions (and identify the operation to use) - find fractions of an amount - find the whole from a fraction of an amount 	<p>Week 4 - Converting units - Measurement</p> <ul style="list-style-type: none"> - use metric measures - convert metric measures - calculate with metric measures - convert between miles and kilometres - convert between imperial measures and metric measures 	<p>Week 5 - Ratio - Number</p> <ul style="list-style-type: none"> - understand additive and multiplicative relationships - understand and use ratio language - recognise and use the ratio symbol - understand the relationship between ratio and fractions - use ratio to scale a drawing/diagram 	<p>Week 6 - Ratio - Number</p> <ul style="list-style-type: none"> - understand the relationship between scale factors and ratio - understand similar shapes and use ratio to work out a missing side - solve ratio problems - apply strategies for solving proportion problems - adjust recipes using proportion
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English Writing: The Last Bear - Hannah Gold

Narrative unit (Setting Description)		Non-fiction unit (Newspaper Article)			
<p>Week 1</p> <ul style="list-style-type: none"> - use multi-clause sentence structures - infer - identify personification and simile - create figurative phrases 	<p>Week 2</p> <ul style="list-style-type: none"> - use figurative language to describe - edit - publish - illustrate 	<p>Week 3</p> <ul style="list-style-type: none"> - identify an author's intention - use correct punctuation with dialogue - use modal verbs - use repetition for effect 	<p>Week 4</p> <ul style="list-style-type: none"> - use adverbs of possibility and frequency - identify the subject and object of a sentence - write a passive sentence - write indirect speech 	<p>Week 5</p> <ul style="list-style-type: none"> - summarise events - identify features of a newspaper report - use adverbial phrases - use appropriate tense 	<p>Week 6</p> <ul style="list-style-type: none"> - use indirect speech - use direct quotes - edit - publish

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<ul style="list-style-type: none"> - use context to explore the meaning of unknown language within a text. 	<p><i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i></p>	<ul style="list-style-type: none"> - make predictions about what might happen based on details stated. 	<ul style="list-style-type: none"> - provide reasoned justification for my views, challenging alternative perspectives. 	<ul style="list-style-type: none"> - use evidence from across whole chapters or texts to answer questions. 	<ul style="list-style-type: none"> - create a succinct summary of a paragraph

Science: Electricity & Sustainability (Renewable energy)

<p>Lesson 1: -use symbols to represent electrical circuits and components (step 1)</p> <p>Knowledge: -Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Working Scientifically: -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Vocabulary: series circuit, cell, battery, bulb, current, voltage</p>	<p>Lesson 2: -use reasoning to explain complete and incomplete circuits (step 2)</p> <p>Knowledge: -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</p> <p>Working Scientifically: 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.</p> <p>Vocabulary: complete circuit, incomplete circuit, switch, buzzer</p>	<p>Lesson 3: -explore variations within circuits (step 3)</p> <p>Knowledge: -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.</p> <p>Working Scientifically: -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Vocabulary: series circuit, cell, bulb, current, voltage, buzzer</p>	<p>Lesson 4: -plan - Voltage experiment (step 4) -investigate - Voltage experiment (step 5)</p> <p>Knowledge: -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (step 4)</p> <p>-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 5)</p> <p>Vocabulary: independent variable, dependent variable, controlled variable (step 4)</p> <p>voltage, current, repeatability (step 5)</p>	<p>Lesson 5: -evaluate - Voltage experiment (step 6)</p> <p>Knowledge: -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Working Scientifically: -Use test results to make predictions to set up further comparative and fair tests.</p> <p>Vocabulary: Repeatability, accuracy, evaluate</p> <p>Circuit Independent and dependent Variable Controlled variable Voltage Renewable Repeatability</p>	<p>Lesson 6: -explore renewable energy (step 1 & 2)</p> <p>Knowledge: -What is renewable energy and how can we use it to generate electricity? (Sustainability - non-statutory)</p> <p>Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1)</p> <p>-Report and present findings from enquiries in oral and written forms such as displays and other presentations. (step 2)</p> <p>Vocabulary: solar power, wind power, renewable, non-renewable (step 1)</p> <p>solar panels, wind turbine, global warming, greenhouse gases (step 2)</p>
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Design and Technology: Automata, cams toy

<p>Week 1 Knowledge objective: Walt: explore the parts of a cam toy</p> <p>Vocabulary: Cams and follower Mechanical system</p>	<p>Week 2 Skill objective: Walt: explore a range of cams and use them to create movement</p> <p>Vocabulary: Cams and follower</p>	<p>Week 3 Skill objective: Walt: create a design identifying tools and equipment needed</p> <p>Vocabulary: Cams and follower Mechanical system</p>	<p>Week 4 Skill objective: Walt: use a range of skills to include marking out and cutting accurately, assembling and joining components</p> <p>Vocabulary: Cams and follower Mechanical system</p>	<p>Week 5 Skill objective: Walt: use a range of skills to include applying a range of finishing techniques to make a product attractive and strong</p> <p>Vocabulary: Cams and follower Mechanical system</p>	<p>Week 6 Skill objective: Walt: test and evaluate my design</p>
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Geography: Chile

<p>Week 1 Knowledge objective: Know that Chile is a country in South America and know which countries border it (Argentina, Bolivia, Peru)</p> <p>Skill Objective: Locate Chile and South America on maps, atlases and globes.</p> <p>Vocabulary: geographical feature</p> <p><u>WALT: Navigate (use) maps and atlases.</u></p>	<p>Week 2 Knowledge objective: Know the definition of a climate zone, biome and vegetation belt and name different types</p> <p>Skill objective: Identify and compare a range of climate zones, biomes and vegetation belts using climate maps; Identify and describe key aspects of physical geography (climate zones, biomes, vegetation belts and rivers)</p> <p>Vocabulary: aspects, global biomes/climate zones, ecosystems, temperate forest, tundra, savanna, taiga/boreal forest</p> <p><u>WALT: Identify some key aspects of physical geography.</u></p>	<p>Week 3 Knowledge objective: Know key aspects of the physical Geography of Chile (climate zones, biomes, vegetation belts and rivers)</p> <p>Skill objective: Identify and describe key aspects of physical geography (climate zones, biomes, vegetation belts and rivers)</p> <p>Vocabulary: aquatic (saltwater/freshwater)</p> <p><u>WALT: Describe a range of aspects of physical geography.</u></p>	<p>Week 4 Skill objective: Compare key aspects of physical geography in the UK and Chile (Easter Island/The Isle of Wight)</p> <p>Vocabulary: deciduous,</p> <p><u>WALT: Compare a range of aspects of physical geography.</u></p>	<p>Week 5 Skill objective: Identify and describe key aspects of human geography (economic activity including trade links, the distribution of natural resources - including energy, food and water)</p> <p>Vocabulary: settlement, distribution, trading, land use, consumption, renewables, carbon neutral</p> <p><u>WALT: Identify and describe key aspects of human geography (energy distribution).</u></p>	<p>Week 6 Knowledge objective: Know key aspects of the human Geography of Chile (types of settlement and land use and the distribution of natural resources including energy, food and water).</p> <p>Skill objective: Compare key aspects of human geography in the UK and Chile.</p> <p>Vocabulary: global leader, energy capacity</p> <p><u>WALT: Compare key aspects of human geography in the UK and Chile.</u></p>
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Computing	French (MFL)	Music	Physical Education
<p>Creating media – Web page creation</p> <ul style="list-style-type: none"> - review an existing website and consider its structure - plan the features of a web page - consider the ownership and use of images (copyright) - recognise the need to preview pages - outline the need for a navigation path - recognise the implications of linking to content owned by other people 	<p>Tenses, traditional story, rooms in a house</p> <ul style="list-style-type: none"> - Be able to write/ talk about their favourite hobbies and subjects - Use past, present and future phrases. - Appreciate a story and understand the main points - Learn vocabulary to describes rooms in the house - Produce extended sentences relating activities to rooms in a house - Build phrases using je peux plus an infinitive - Christmas: - Learn about toys from around the world. - Give their opinion on their presents/favourite toys. 	<p>Classroom Jazz</p> <p><u>Listen and Appraise:</u> To identify and move to the pulse with ease.</p> <p><u>Games:</u> Find the pulse</p> <p><u>Singing:</u> To sing in unison and to sing backing vocals</p> <p><u>Performance:</u> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> - use controlled flight onto high apparatus. - know what a base and a flyer are in partner balances and perform both roles. - perform more advanced partner balances and evaluate others’ work - incorporate equipment such as hoops and balls into a sequence. - incorporate musicality and timing into a group sequence. - combine our skills in partner balances and rhythmic gymnastics in a team performance.
PSHE	Religious Education	Handwriting	Phonics
<p>Relationships: Friends and Families</p> <ul style="list-style-type: none"> - Know what it means to be attracted to someone and that people who love each other can be of any gender, ethnicity or faith - Understand the ways in which couples show their love and commitment to one another and what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - Know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal <p>Living in the Wider World: Belonging to a Community</p> <ul style="list-style-type: none"> - Recognise stereotypes in different contexts and the influence they have on attitudes towards and understanding of different groups - Identify how stereotypes are perpetuated and how to challenge this 	<p>Christianity: Leading a Christian Life</p> <ul style="list-style-type: none"> - Understand how Christians follow the teachings of Jesus - Learn about the challenges of living a Christian life in the modern world - Identify how Christian teachings guide the actions of people in their everyday lives and the work of organisations such as charities - Recognise commitment, belonging and belief in the special presence of God during significant life events, e.g. weddings 	<ul style="list-style-type: none"> - Use looping from b - Use joining from v, w, x and z, - Use handwriting for different purposes: abbreviations - Using spacing between words 	<ul style="list-style-type: none"> - Recap of suffixes - /sh/ spelt ti or ci - /sh/ spelt si or ssi - Silent letters - ei / ie - ible and able
Story time texts	What is Race? Who are Racists? Why Does Skin Colour Matter? And Other Big Questions - Claire Heuchan & Nikesh Shukla		
Texts for writing	The Last Bear - Hannah Gold		