



Medium Term Plan Year: 6 Term: 3

Maths

<p>Week 1 - Algebra - Number</p> <ul style="list-style-type: none"> - explore 1-step function machines - explore 2-step function machines - form expressions - explore and understand substitution 	<p>Week 2 - Algebra - Number</p> <ul style="list-style-type: none"> - explore and understand formulae - solve 1 step equations - solve 2 step equations - find pairs of values - solve problems with two unknowns 	<p>Week 3 - Decimals - Number</p> <ul style="list-style-type: none"> - understand place value within 1 - understand place value (integers and decimals) - round decimals - add and subtract decimals - multiply and divide by 10, 100 and 1,000 	<p>Week 4 - Decimals - Number</p> <ul style="list-style-type: none"> - divide by 10,100 1,000 - multiply decimals by integers - divide decimals by integers - multiply and divide decimals in context 	<p>Week 5 - Fractions, decimals and percentages - Number</p> <ul style="list-style-type: none"> - understand decimal and fraction equivalents - understand fractions as division - calculate percentages - convert fractions to percentage equivalents - calculate equivalent fractions, decimals and percentages 	<p>Week 6 - Fractions, decimals and percentages - Number</p> <ul style="list-style-type: none"> - order fractions, decimals and percentages - calculate a percentage of an amount (one step) - calculate a percentage of an amount (multi-step) - calculate the whole number from a given percentage
---	---	---	--	---	---

English Writing: The Story of Tutankhamun - Patricia Cleveland-Peck

Narrative unit (Fantasy)

Non-fiction unit (Balanced Argument)

<p>Week 1</p> <ul style="list-style-type: none"> - create expanded noun phrases using prepositions - identify synonyms and antonyms - use the past perfect tense 	<p>Week 2</p> <ul style="list-style-type: none"> - explore features of fantasy genre and plan a narrative - use personification - use variety of figurative language - use varying sentence length 	<p>Week 3</p> <ul style="list-style-type: none"> - use dialogue within a narrative - use relative clauses - edit - publish 	<p>Week 4</p> <ul style="list-style-type: none"> - identify features of a balanced argument - use the features of a balanced argument - use bullet points - plan balanced argument 	<p>Week 5</p> <ul style="list-style-type: none"> - use embedded relative clauses - use adverbials of time, place and frequency - edit - perform work 	<p>Week 6</p>
--	---	---	---	---	----------------------

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<p>- evaluate the impact of the author's language choices on the reader.</p>	<p>- make inferences about events and feelings supporting these with evidence.</p>	<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>	<p>- recommend books for peers in detail, providing reasoning and justification.</p>	<p>- retrieve, record and present information from a variety of non-fiction texts.</p>	<p>- summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>

Science - Light & Light pollution (sustainability)

<p>Lesson 1: -explore how we see (step 1)</p> <p>Knowledge: -Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. (step 1)</p> <p>Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).</p> <p>Vocabulary: light source, iris, retina, pupil, lens</p>	<p>Lesson 2: -explore how light travels (step 2) -explore shadow formation (step 3)</p> <p>Knowledge: -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</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: Light source, reflection, ray diagram, angle, periscope (step 2) shadow, opaque, translucent, transparent, solar eclipse (step 3)</p>	<p>Lesson 3: -plan; shadow experiment (step 4)</p> <p>Knowledge: -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Vocabulary: independent variable, dependent variable, controlled variable</p>	<p>Lesson 4: -investigate; shadow experiment (step 5) -evaluate; shadow experiment (step 6)</p> <p>Knowledge: -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Working Scientifically: -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 5)</p> <p>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 6)</p> <p>Vocabulary: light source, shadow, opaque (step 5) Conclusion, evaluate (step 6)</p>	<p>Lesson 5: -explore refraction (step 7) -explore light (step 8)</p> <p>Knowledge: -Recognise that light appears to travel in straight lines.</p> <p>Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. (step 7) -Talk about how scientific ideas have changed over time (non-statutory). (step 8)</p> <p>Vocabulary: refraction, medium, transparent, lens (step 7) refraction, rainbow, prism, coloured filter, spectrum of light (step 8)</p>	<p>Lesson 6: -explore and understand light pollution (Sustainability steps 1 & 2)</p> <p>Knowledge: -What is light pollution? (step 1) -How can we reduce light pollution? (step 2)</p> <p>Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1) -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. (step 2)</p> <p>Vocabulary: migration, glare, light trespass, skyglow, light pollution (step 1) urban, rural, light emission, appliance, light pollution (step 2)</p>
--	---	---	--	--	---

Design and Technology: Cooking and Nutrition

<p>Week 1 Knowledge objective: WALT: know that the climate in Egypt affects the produce grown there and the diets of people</p> <p>Skill objective: WALT: Explain seasonality of foods and how different cultures use ingredients depending on availability and regionality</p> <p>Vocabulary: - climate, agriculture</p>	<p>Week 2 Knowledge objective: WALT: know that the climate in Egypt affects the produce grown there and the diets of people WALT: know that in Ancient Egypt people grew and ate vegetables that we eat today</p> <p>Skill objective: WALT: Name some types of food that are grown, reared or caught in the wider world</p> <p>Vocabulary: - diet, nutrition</p>	<p>Week 3 Skill objective: WALT: Prepare and cook savoury dishes safely and hygienically. WALT: Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Vocabulary: - peel, chop, slice, knead, bake</p>	<p>Week 4 Knowledge objective: WALT: know that in Ancient Egypt bread was an important part of their diet Skill objective: WALT: Prepare and cook savoury dishes safely and hygienically including the use of a heat source. WALT: Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Vocabulary: - peel, chop, slice, knead, bake</p>	<p>Week 5 Knowledge objective:</p> <p>Skill objective: WALT: Prepare and cook savoury dishes safely and hygienically including the use of a heat source. WALT: Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Vocabulary: - peel, chop, slice, knead, bake</p>	<p>Week 6 Knowledge objective:</p> <p>Skill objective: WALT: evaluate a recipe, a dish and own skills</p> <p>Vocabulary:</p>
---	---	--	--	--	--

History

<p>Week 1 WALT: understand the timeline of Ancient Egypt and how this relates to other Ancient civilisations</p> <p>Knowledge objective: - Know where and when the first civilisations appeared (Specifically Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China)</p> <p>Skill objective: Place current study on timeline in relation to other studies. Use relevant dates and terms.</p> <p>Vocabulary: ancient, civilisations, empire</p>	<p>WALT: recognise primary and secondary sources and use them to find out about the past</p> <p>Knowledge objective: Know how Historians have found out about Ancient Egypt.</p> <p>Skill objective: Recognise primary and secondary sources using a range of sources to find out about an aspect of time past.</p> <p>Vocabulary: excavate, scribe, Rosetta stone</p>	<p>WALT: understand what historical findings have taught us about life in Ancient Egypt</p> <p>Knowledge objective: Know what historical findings have taught us about life for men, women and children in Ancient Egypt.</p> <p>Skill objective: Know key dates, characters and events of time studied.</p> <p>Vocabulary: sphinx</p>	<p>WALT: know why and how Historians think the pyramids were built</p> <p>Knowledge objective: - Know why and how Historians think the pyramids were built.</p> <p>Skill objective: Select, organise, summarise and present relevant information from a wide range of sources.</p> <p>Vocabulary: ramp method, lever method, wet sand method</p>	<p>WALT: understand the process of mummification and the after life beliefs</p> <p>Knowledge objective: Know what the Ancient Egyptians believed about life after death.</p> <p>Skill objective: Select, organise, summarise and present relevant information from a wide range of sources.</p> <p>Vocabulary: mummification, embalming, sarcophagus</p>	<p>WALT: compare and contrast ancient civilisations</p> <p>Knowledge objective: Know what Ancient Egypt had in common with other Ancient civilisations.</p> <p>Skill objective: Compare and contrast ancient civilisations.</p> <p>Vocabulary: ancient, civilisations, empire</p>
--	--	--	--	--	---

Computing	French (MFL)	Music	Physical Education
<p>Programming – Variables in games</p> <ul style="list-style-type: none"> - define a ‘variable’ as something that is changeable - explain why a variable is used in a program - choose how to improve a game by using variables - design a project that builds on a given example - use my design to create a project - evaluate my project 	<p>Tenses, sentences, descriptions</p> <ul style="list-style-type: none"> - Read/listen and understand sentences in the past, present and future. - Read aloud with excellent pronunciation. - Write complex sentences in the past, present and future from memory - Listen to, and understand bedroom descriptions - Learn vocabulary for places in a town 	<p>Song: A new year carol</p> <p><u>Listen and Appraise:</u> To think about the message of songs. Listen carefully and respectfully to other people’s thoughts about the music.</p> <p><u>Games:</u> Copy back rhythms based on the words of the main song</p> <p><u>Singing:</u> To demonstrate good singing posture</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>Cricket</p> <ul style="list-style-type: none"> -to shoot under pressure from close range. - to perform long corner routines as part of a team. - to use goal-side marking to prevent an attacker from getting closer to the goal. - to use a banana run to force an oncoming attacker out wide. - to use a hit-out to successfully restart a game - indian dribble and to play competitively using new skills.
PSHE	Religious Education	Handwriting	Word Expert
<p>Health and Wellbeing: Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Recognise mental health is as important as physical health and needs looking after - Know that anyone can be affected by mental ill-health and recognise how changes (including loss and grief) may affect our mental health - Identify positive strategies for managing uncomfortable feelings and how and when to ask for help - Understand how balancing time online with other activities helps to maintain health and wellbeing 	<p>Judaism: Prayer and Worship of God</p> <ul style="list-style-type: none"> - Understand the Shema - Understand the preparations that need to be made in order to say the Shema - Know the equal importance of the synagogue and the home in Jewish life - Recognise how the role of those following Judaism changes after their Bat or Bar Mitzvah celebration 	<ul style="list-style-type: none"> - the importance of consistent sizing - the importance of proportion - the importance of spacing - the importance of consistent sizing of parallel ascenders and descenders 	<ul style="list-style-type: none"> - Words with the /i/ sound spelt ie after c. - words ending ible and able - adding es to nouns ending in -y - Plural nouns
Story time texts	Wicked Worlds - Benjamin Zephaniah		
Texts for writing	The Story of Tutankhamun - Patricia Cleveland-Peck		