



## Medium Term Plan Year: 6 Term: 6

### Maths

<b>Week 1</b> - Themed projects, consolidation and problem solving	<b>Week 2</b> - Themed projects, consolidation and problem solving	<b>Week 3</b> - Themed projects, consolidation and problem solving	<b>Week 4</b> - Themed projects, consolidation and problem solving	<b>Week 5</b> - Themed projects, consolidation and problem solving	<b>Week 6</b> - Themed projects, consolidation and problem solving
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### English Writing

Narrative unit (Cliffhanger)				End of Year Performance (The Lion King)	
<b>Week 1</b> - find meanings of unfamiliar words - understand a character - explore impact on the reader	<b>Week 2</b> - identify features of a cliffhanger narrative - use semicolons - gather ideas	<b>Week 3</b> - plan - use features of a cliffhanger narrative - build tension	<b>Week 4</b> - use features of a cliffhanger narrative - edit - publish	<b>Weeks 5 &amp; 6</b>  <b>Children will spend 2 weeks focussing on the following objectives, leading up to a performance in a local theatre. Within these sessions they will:</b>  - perform a play from memory - use appropriate intonation, volume, and movement so that meaning is clear - monitor, maintain and regain audience engagement - speak loudly enough to consistently be heard	

### English Reading - VIPERS

<b>Vocabulary</b> - explore how the same word can have different meanings in different contexts	<b>Inference</b> - support inferences with evidence from the text	<b>Prediction</b> - identify clues the writer has planted for the reader to support an appropriate prediction	<b>Explanation</b> - prepare responses to likely conflicting opinions regarding a text	<b>Retrieval</b> - identify, name and describe genres	<b>Sequence/Summarise</b> - identify the main ideas in paragraphs.
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Design and Technology: Automata, cams toy	Geography: Migration - How has migration changed Britain?	Science:
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Cams and followers can be used to create mechanical toys that move</li> <li>- The movement created depends on the shape of the cams</li> <li>- Cams are a form of wheel and axle</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Begin to use cams to create movement</li> <li>- Select carefully and produce suitable lists of tools, equipment, materials needed</li> <li>- Use selected tools precisely; accurately measure, mark out, cut, assemble and join components using a range of techniques; apply a range of finishing techniques to make a product attractive and strong</li> <li>- Test and evaluate final product against specification; explain the effect different resources may have had</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Cams and follower</li> <li>- Mechanical system</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Know that wheels and axles act together to create a moving vehicle</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- How can mechanical toys include moving mechanisms?</li> <li>- What are cams and how do they work?</li> <li>- What effect does the shape of the cams have on the movement it creates?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to identify key features of Brixton</li> <li>- Know how Brixton has been influenced and changed by immigration (types of economic activity, art, historical sites, Lambeth Archives, Black Cultural Archives)</li> <li>- Know how the Windrush Generation changed human activity in Brixton.</li> <li>- Know how to use scale to measure distances between Streatham and Brixton on a map.</li> <li>- Know how to use scale to draw a map of Brixton</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>- analyse and draw conclusions from field work using comparing and explaining reasons behind similarities/differences/patterns</li> <li>- begin to draw a variety of thematic maps and plans of increasing complexity</li> <li>- use OS map and atlas symbols</li> <li>- use scale to measure distances and draw maps/plans</li> <li>- locate and describe features of places on a map, including following a route on an OS map</li> </ul> <p><i>No new vocabulary - consolidate language previously studied</i></p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Use technical vocabulary of human and physical geography to describe specific places in detail</li> <li>- Who were the Windrush Generation? (Year 6 History)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- How do 6 and 4 figure grid references help us to identify and locate places/features?</li> <li>- How has Brixton been influenced and by immigration?</li> <li>- How has the Windrush Generation changed human activity in Brixton?</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Recognise that light appears to travel in straight lines.</li> <li>- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>- 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.</li> <li>- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Skills (Working Scientifically)</b> <b>Comparative fair testing:</b></p> <p>Investigate the shape of shadows and link this to light travelling in straight lines.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous (Yr 3)</li> <li>- straight lines, light rays</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>- Notice that light is reflected from surfaces.</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>- Find patterns in the way that the size of shadows change. (Yr 3 Term 6)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- How does light travel?</li> <li>- How do our eyes see objects?</li> <li>- Why do shadows have the same shape as the objects that cast them?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Programming - Sensing movement</b></p> <ul style="list-style-type: none"> <li>- create a program to run on a controllable device</li> <li>- explain that selection can control the flow of a program</li> <li>- update a variable with a user input</li> <li>- use a conditional statement to compare a variable to a value</li> <li>- design a project that uses inputs and outputs on a controllable device</li> <li>- develop a program to use inputs and outputs on a controllable device</li> </ul>	<p><b>Revision, assessment</b></p> <ul style="list-style-type: none"> <li>- revise and practise the full conjugation of 'aller' and the simple future tense</li> <li>- revise and practise the proper future tense in the 3rd person singular to extend responses with reasons</li> <li>- revision: numbers, the time, daily routine and descriptions of bedroom</li> </ul>	<p><b>Reflect and replay</b></p> <p><b>Listen and Appraise:</b> Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p><b>Games:</b> Copy back three note riffs, question and answer using three different notes.</p> <p><b>Singing:</b> To listen to each other and be aware of how you fit into a group, to sing with an awareness of being in tune.</p> <p><b>Performance:</b> Record a performance and compare it to a previous performance</p>	<p><b>Leadership in P.E.</b></p> <ul style="list-style-type: none"> <li>- plan, lead and evaluate a physical activity for a selected group of children</li> <li>- evaluate and recognise their own success.</li> <li>- To lead others during the PE lesson, demonstrating different leadership skills including: <ul style="list-style-type: none"> <li>● respect and giving clear instructions. confidence, positivity and directing others.</li> <li>● adaptability, safety and good communication.</li> <li>● emotional intelligence, resilience and motivating others.</li> <li>● problem-solving, teamwork, empowering others and listening.</li> </ul> </li> </ul>
PSHE	Religious Education	Handwriting	Word Expert
<p><b>Living in the wider world: Money and Work</b></p> <ul style="list-style-type: none"> <li>- understand how money impacts a person's health and wellbeing</li> <li>- know how companies encourage customers to buy things and understand how to judge value for money</li> <li>- identify how money can be stolen through scams or lost through gambling and recognise debt</li> </ul> <p><b>Health and Wellbeing: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- identify ways to stay safe on-line including dealing with requests for personal information and identifying types of images that are appropriate to share with others</li> <li>- understand the different age rating systems for social media, T.V, films and games and recognise how age restrictions help people make safe decisions about what to watch, use or play</li> <li>- know the laws relating to drugs and recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> </ul>	<p><b>Understanding Faith and Belief in Lambeth</b></p> <ul style="list-style-type: none"> <li>- identify the range of faiths observed in the class and school community</li> <li>- know where the beliefs in the local community come from</li> <li>- recognise faiths and beliefs represented in the Lambeth community and how these have changed over time and possible reasons for those changes</li> <li>- understand the interconnectivity of local faith and community groups</li> <li>- know the ways that the lives of people in Lambeth have been enriched by the diversity of faiths followed by the Lambeth community</li> </ul>	<p><b>Handwriting for different purposes:</b></p> <ul style="list-style-type: none"> <li>- fast-joined and print letters</li> <li>- note making</li> <li>- neat writing</li> <li>- print letters for personal details</li> <li>- different styles of writing</li> <li>- presentation</li> <li>- decorated capitals</li> <li>- layout</li> </ul>	<p><b>- Revise spelling word list for years 5 and 6</b></p> <p><a href="#">Spelling word list for Year 5 and Year 6</a></p>
<b>Story time texts</b>	Windrush Child - Benjamin Zephaniah		
<b>Texts for writing</b>	Arthur Conan Doyle's Hound of the Baskervilles (A Graphic Novel)		

