

Year: 6 / Spring 1 Medium Term Plan

	Week 1 06/01/20	Week 2 13/01/20	Week 3 20/01/20	Week 4 27/01/20	Week 5 03/02/20	Week 6 10/02/20
Themed Week						
Events	<ul style="list-style-type: none"> ❑ 6th-16th Jan: Y4 Swimming 2-3pm 	<ul style="list-style-type: none"> ❑ 6th-16th Jan: Y4 Swimming 2-3pm ❑ Year 6 Arvon Residential 	<ul style="list-style-type: none"> ❑ Parents Evening & Consultation Day 2pm - 7:30pm 	<ul style="list-style-type: none"> ❑ Y1 Forest Visits ❑ Suffolk Reading Tests - Yr 5 and 6 ❑ Y4 visit Tate Britain ❑ Yr R Workshop 3 with CC: Maths ❑ Y6 Parents SATs meeting 	<ul style="list-style-type: none"> ❑ Y2/Y6 Assessment Week ❑ Yr R Forest Visits 	<ul style="list-style-type: none"> ❑ Yr R/Y1 Assessment Week ❑ Safer Internet Day 11th Feb ❑ Y2 Science Museum Visit 11th Feb
Reading	<p><u>Reading skill:</u> sequencing events</p> <p><u>Text:</u> Golden dreams</p> <p><u>Whole class text:</u> Carries War / Private Peaceful</p>	<p><u>Reading skill:</u> Looking at retrieval for non-fiction texts and vocabulary (synonyms and definitions).</p> <p><u>Text:</u> Caves and Caving in Daveley Dale</p> <p><u>Whole class text:</u> Carries War / Private Peaceful</p>	<p><u>Reading skill:</u> Imagery and figurative language (including idioms) and making comparisons between poetry.</p> <p><u>Text:</u> Poems Rain and Rain in Summer (From reading book Rain and Shine)</p> <p><u>Whole class text:</u> Carries War / Private Peaceful</p>	<p><u>Reading skill:</u> Combining reading skills and applying to fiction text.</p> <p><u>Text:</u> The Great Plague</p> <p><u>Whole class text:</u> Carries War / Private Peaceful</p>	<p><u>Assessment week</u></p> <p>Reading assessment</p>	<p><u>Reading skill:</u> The variety of three mark questions and how to answer. Exploring different question formats.</p> <p><u>Text:</u> Reading assessment</p> <p><u>Whole class text:</u> Carries war / Private Peaceful</p>
Writing	<p><u>Editing focus</u></p> <p><u>Imagery:</u> Coming home</p> <p>Grammar success criteria: adverbial phrases, metaphors, similes, idioms, personification, subordinate clauses</p>	<p><u>Editing focus</u></p> <p><u>Imagery:</u> Coming home</p> <p>Grammar success criteria: adverbial phrases, metaphors, similes, idioms, personification, subordinate clauses</p>	<p><u>Writing- diary entry</u></p> <p><u>Stimulus text:</u> The long walk</p> <p>Grammar success criteria: emotive language, first person, subjunctive mood, modal verbs, rhetorical questions, informal language</p>	<p><u>Writing- diary entry</u></p> <p><u>Stimulus text:</u> The long walk</p> <p>Grammar success criteria: emotive language, first person, subjunctive mood, modal verbs, rhetorical questions, informal language</p>	<p><u>Editing focus</u></p> <p><u>Diary entry</u></p> <p><u>Stimulus text:</u> The long walk</p> <p>Grammar success criteria: emotive language, first person, subjunctive mood, modal verbs, rhetorical questions, informal language</p>	<p><u>Editing focus</u></p> <p><u>Diary entry</u></p> <p><u>Stimulus text:</u> The long walk</p> <p>Grammar success criteria: emotive language, first person, subjunctive mood, modal verbs, rhetorical questions, informal language</p>
Grammar & Punctuation	<p>Active and passive voice</p> <p>Reported and direct speech</p>	<p>Word classes: verbs, nouns, adjectives, adverbs, conjunctions, prepositions, determiners</p>	<p>Colons, dashes and semi-colons</p> <p>Commas for clarity</p>	<p>subject and objects</p> <p>clauses and phrases</p>	<p><u>Assessment week</u></p> <p>Grammar assessment</p>	<p>subjunctive mood</p> <p>subjunctive verb</p> <p>modal verbs</p> <p>imperative verbs</p>

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		Sentence types - command, exclamation, statement and questions				
Spelling & H-writing	<p><u>Spelling rule:</u> The suffix -ation and -ly</p> <p><u>Oxford owl spelling:</u> unit 1: suffixes</p>	<p><u>Spelling rule:</u> The suffixes sure and ture and ous</p> <p><u>Oxford owl spelling:</u> unit 2: suffixes</p>	<p><u>Spelling rule:</u> Endings spelt -sion and -ssion</p> <p><u>Oxford owl spelling:</u> unit 3: suffixes</p>	<p><u>Spelling rule:</u> Endings spelt -tion and -cian</p> <p><u>Oxford owl spelling:</u> unit 4: suffixes</p>	<p><u>Assessment week</u> Spelling assessment</p>	Review all core words
Maths	<p><u>Measure perimeter, area and volume</u></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p><u>Arithmetic: Four operations</u></p>	<p><u>Measure perimeter, area and volume</u></p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Calculate the area of parallelograms and triangles, and compound shapes</p> <p><u>Arithmetic: BODMAS</u></p>	<p><u>Measure perimeter, area and volume</u></p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p><u>Arithmetic: All fractions</u></p>	<p><u>Geometry - Properties of shapes</u></p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Draw 2-D shapes using given dimensions and angles</p> <p>Compare and classify geometric shapes based on their properties and sizes</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p> <p><u>Geometry - Properties of shapes: coordinates</u></p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Recognise the missing co-ordinate of rectangles, triangles and straight lines.</p>	<p><u>Assessment week</u></p> <p>Maths assessment Times tables assessment Number bonds assessment</p>	<p><u>Geometry - Properties of shapes (Angles)</u></p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite. Find missing angles at a point, on a straight line and vertically opposite</p> <p>Find unknown angles in any triangles, Find unknown angles in any quadrilaterals, and regular polygons</p> <p><u>Arithmetic: Decimals</u></p>

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				<u>Arithmetic: Percentages including place value</u>		
History						
Geography	Name and locate (globally or locally) key geographical features.	Exploring geographical features including coasts, erosion, hills, mountains and rivers.	Understand and to be able to describe how these features change over time.	Locating the main countries in Africa, Asia, and Australasia.	Locating the main countries in Africa, Asia, and Australasia.	Identify their main environmental regions, key physical and human characteristics and major cities.
Art & Design <u>Artist focus: Hunderwasser</u>	Explore the range of medium that will be used this half term: tissue paper, glue, cardboard, newspaper.	Study the artwork of Hunderwasser (and Grayson Perry) that show flow patterns. Study their biographies and the unique features of their artwork.	<u>Artwork planning:</u> Take a specific image, e.g. a map of St Stephen's or landscapes featuring valleys and waterfalls. Discuss/experiment with how these could be transformed by using the Hunderwasser flow pattern technique.	<u>Preparation for final piece:</u> Design artwork based on specific image and inspired by the style of Hunderwasser or Greyson.	<u>Final Piece:</u> Hunderwasser or Grayson inspired artwork on cartridge paper.	<u>Completing final piece:</u> Complete artwork and evaluate, comparing it to the artists' work on the children's own designs.
DT						
Music	<u>C Major Scale</u> Explaining the correlation Between Music Notation and Tab	<u>Advanced Melody Picking - Bach Menuet</u>	<u>Musical Dictation and Critical Listening - Ode To Joy</u>	<u>Plucked accompaniment, Individual right-hand finger movement</u> Introduce E7	<u>Playing only Repertoire - Hallelujah (Leonard Cohen), using C, Am, F, G7 and E7</u>	<u>Continued from previous lesson for added fluency between chord changes</u>
PSHE <u>Dreams and Goals</u>	<u>Personal Living Goals</u> I can set challenging but realistic goals for myself I understand why it is important to stretch the boundaries of my learning Article 28: All children have the right to a primary education, which should be free	<u>Steps to Success</u> I can work out the step I need to reach my goal and understand how to motivate myself I can set success criteria so that I know when I have achieved my goal Article 23: Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives	<u>My Dream for the World</u> I can identify and talk about problems in the world that concern me I recognise the emotions I experience when I consider others in the world who are suffering	<u>Helping to Make a Difference</u> I can work with people to make the world a better place I can empathise with people who are suffering	<u>Helping to Make a Difference</u> I can talk about some of the ways I can work with others to make the world a better place I can identify why I am motivated to do this	<u>Recognising Our Achievements</u> I know what some people in my class like/admire about me and can accept their praise I can give praise and compliments to other people
RE <u>Life after death</u>	What do people believe about life after death?	What do religions say about life after death?	What do Christians believe about life after death?	What do Hindus believe about life after death?	What do Muslims believe about life after death?	Exploring the concepts of heaven, hell and reincarnation

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Spanish	<p>Theme: Food /La comida</p> <p>New Target Language: -Ask: What would you like to eat / drink? ¿que quieres para comer /beber? -Reply: I want... Quiero... -Phonetics focus: /g/ Core story: Where the Wild things are /Donde viven los monstruos</p>	<p>New Target Language: -Food vocabulary</p> <p>-I like / I don't like Me gusta / no me gusta</p> <p>Phonetics focus: /ch/</p>	<p>New Target Language: -Drinks Vocabulary</p> <p>Here's the menu... aqui esta la carta...</p> <p>Phonetics focus: /rr/</p>	<p>New Target language: -Teen numbers once, doce, trece, cuatorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte -Counting in 10s to 100</p> <p>Phonetics focus: /n/</p>	<p>Writing task: Language Passport 3 combining New Target Language from this half term</p>	<p>Culture focus: Iconic Spanish Food: Chocolate y churros</p> <p>Including a selection of action verbs eg. mezclar, beber</p>
Computing <u>Online safety</u>	<p>To Use technology safely, respectfully and responsibly. Be Internet Legends Think Before You Share Students will learn what having a positive digital footprint means and learn how they can start to build a positive digital footprint. Interland: Mindful Mountain</p>	<p>To recognise acceptable/unacceptable behaviour online. Be Internet Legends Check it's for Real It's important for children to understand that online content isn't always honest or reliable, and is sometimes even deliberately designed to steal personal information. Students will learn about different online scams including what 'phishing' means. Interland: Reality River</p>	<p>To use search technologies effectively and appreciate how results are selected and ranked. To be discerning in evaluating digital content Be Internet Legends Protect Your Stuff Students will learn to understand the importance of protecting their personal information online and be aware that the information they put online is not necessarily safe and/or private. They will look at ways of securing their information online, and asking for help if they are concerned about their own or others' online safety. Interland: Tower of Treasure</p>	<p><u>Internet forums</u> To understand computer networks including the internet Be Internet Legends Respect Each Other Students will learn how to develop respectful, empathetic and healthy online relationships. Ways to manage and respond in a healthy and safe way to hurtful online behaviour. Interland: Kind Kingdom</p>	<p><u>Internet forums</u> To understand how they can provide multiple services, such as the world wide web;and the opportunities they offer for communication and collaboration. Be Internet Legends An overview of all four strands and complete an end of unit assessment Students to complete a quiz using Google Forms.</p>	<p><u>Engineering week</u> _Engineering within computing. Looking at systems and coding.</p>
Science <u>Evolution and inheritance</u>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.</p>	<p>Exploring specific examples of variation such as exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.</p>	<p><u>Health unit</u> Discussing the importance of sleep. Investigating how the length of sleep affects a person's behaviour.</p>	<p><u>Health unit</u> Looking at different sleep patterns. <i>What happens during sleep?</i> <i>What are the different stages?</i></p>
PE	<p><u>Outdoor</u> Understand the importance of having good ABC's in tennis.</p>	<p><u>Outdoor</u> To be able to change direction of ball.</p>	<p><u>Outdoor</u> 1. To understand the ready position 2. To be able to push ball using f/h and b/h</p>	<p><u>Outdoor</u> 1. To be able to play a forehand shot 2. To understand what shots can be used in attacking play</p>	<p><u>Outdoor</u> 1. To be able to play a backhand shot</p>	<p><u>Outdoor</u> 1. To be able to play a backhand shot</p>

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