

**Year: 6 / Spring 2 Medium Term Plan**

	Week 1 24/02/20	Week 2 02/03/20	Week 3 09/03/20	Week 4 16/03/20	Week 5 23/03/20	Week 6 30/03/20
<b>Themed Week</b>		International Women's Week				
<b>Events</b>	<input type="checkbox"/> Yr 1/3/4/5 Assessment Week	<input type="checkbox"/> World Book Day 5th March <input type="checkbox"/> Y R Core Book Day AND Parent workshop 4 - Reading 5th March	<input type="checkbox"/> Y2 SATs procedures parent meeting 12th March <input type="checkbox"/>	<input type="checkbox"/> Y2 & Y6 Mock Week <input type="checkbox"/> Fairplay House - Y5 <input type="checkbox"/> Mum's Morning 20th March	<input type="checkbox"/> Y 3/4/5 Parents Assembly <input type="checkbox"/> 6pm 28th March - 10am 29th March Y4 Sleepover	<input type="checkbox"/> Easter Egg Hunt 31st March
<b>Reading</b>	<p><u>Reading skill:</u> Summarising the text and looking at differences between genres</p> <p>Recap: Speech/thought bubble - where children need to write in first person and get inside the mind of the character.</p> <p><u>Working with time constraints</u></p> <p><u>Text:</u> comprehension extracts</p> <p><u>Whole class text:</u> Carries war/ Private Peaceful</p>	<p><u>Reading skill:</u> Change in text - at the beginning X, then at the end, Y and features of non-fiction texts</p> <p><u>Working with time constraints</u></p> <p><u>Text:</u> comprehension extracts</p> <p><u>Whole class text:</u> Carries war/ Private Peaceful</p>	<p><u>Reading skill:</u> Making predictions and drawing inferences such as inferring characters' feelings from their actions. Implication - <i>How do you know the character feels angry? Give evidence</i></p> <p><u>Working with time constraints</u></p> <p><u>Text:</u> comprehension extracts</p> <p><u>Whole class text:</u> Carries war/ Private Peaceful</p>	<p><u>Mock SATs</u></p>	<p>Identify gaps from Mock Tests</p> <p><u>Reading skill:</u> Multiple choice - <i>Which of these statements give the best summary of the text?</i></p> <p>Multiple choice - <i>which word fits best?</i> (synonym and antonym focus)</p> <p><u>Working with time constraints</u></p> <p><u>Text:</u> comprehension extracts</p> <p><u>Whole class text:</u> Carries war/ Private Peaceful</p>	<p>Identify gaps from Mock Tests</p> <p><u>Reading skill:</u> identify / explain how meaning is enhanced through choice of words and phrases</p> <p><u>Working with time constraints</u></p> <p><u>Text:</u> comprehension extracts</p> <p><u>Whole class text:</u> Carries war/ Private Peaceful</p>
<b>Writing</b>	<p><u>Non-fiction writing</u></p> <p><u>Newspaper report</u></p> <p><u>Grammar Success Criteria:</u> formal writing, unbiased, third person, reported speech, direct speech</p>	<p><u>Non-fiction writing</u></p> <p><u>Newspaper report</u></p> <p><u>Grammar Success Criteria:</u> formal writing, unbiased, third person, reported speech, direct speech</p>	<p><u>Editing focus</u></p> <p><u>Newspaper report</u></p> <p><u>Grammar Success Criteria:</u> formal writing, unbiased, third person, reported speech, direct speech</p>	<p><u>Mock SATs</u></p>	<p><u>Informal writing</u></p> <p><u>E-mail to a friend</u></p> <p><u>Grammar Success Criteria:</u> informal, abbreviations, contractions</p>	<p><u>Informal writing</u></p> <p><u>E-mail to a friend</u></p> <p><u>Grammar Success Criteria:</u> informal, abbreviations, contractions</p>
<b>Grammar &amp; Punctuation</b>	<p>Verb tenses: perfect present past progressive</p> <p>Me, myself and I</p>	<p>subject verb agreement</p> <p>Prepositional and adverbial phrases</p> <p>Contractions</p>	<p>Synonyms and antonyms</p> <p>Standard and non-standard English</p> <p>Formal and informal English</p>	<p><u>Mock SATs</u></p>	<p>Identify gaps from Mock Tests</p> <p>Revisit: Plurals and commas for clarity</p>	<p>Identify gaps from Mock Tests</p> <p>Revisit: Contractions</p>

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<b>Spelling &amp; H-writing</b>	<p><u>Spelling rule:</u> Endings spelt -tion, -sion, -ssion and -cian</p> <p><u>Oxford Owl spelling:</u> Unit 5: Suffixes</p>	<p><u>Spelling rule:</u> Words with the /s/ sound spelt sc</p> <p><u>Oxford Owl spelling:</u> Unit 6: The sh sound spelt ti or ci</p>	<p><u>Spelling rule:</u> Words with the /ei/ sound spelt ei, eigh, or ey</p> <p><u>Oxford Owl spelling:</u> Unit 7: The sh sound spelt si or ssi</p>	<b>Mock SATs</b>	<p><u>Spelling rule:</u> Words that sound like shus ending in cious or tious ending</p> <p><u>Oxford Owl spelling:</u> Unit 8: Silent letters</p>	<p><u>Spelling rule:</u> Use of the hyphen</p> <p><u>Oxford Owl spelling:</u> Unit 9: The spellings ei and ie</p>
<b>Maths</b>	<p><u>Geometry - Properties of shapes (Angles)</u> 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 Find unknown angles in any triangles, Find unknown angles in any quadrilaterals, and regular polygons</p> <p><u>Arithmetic: Place value review - multiplying and dividing by 10, 100 and 1000</u></p>	<p style="text-align: center;"><u>Statistics</u></p> <p>Interpret and construct pie charts and line graphs and use these to solve problems Link percentages or 360° to calculating angles of pie charts. Calculate and interpret the mean as an average</p> <p><u>Arithmetic: Multiplying and dividing involving percentages and fractions</u></p>	<p style="text-align: center;"><u>Ratio</u></p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Consolidate understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems</p> <p><u>Arithmetic: Test based revision in preparation for mock SATs</u></p>	<b>Mock SATs</b>	<p>Identify gaps from Mock Tests Apply arithmetic skills to reasoning questions and problem solving</p> <p style="text-align: center;"><u>Arithmetic: review assessment</u></p>	<p>Identify gaps from Mock Tests Apply arithmetic skills to reasoning questions and problem solving</p> <p style="text-align: center;"><u>Arithmetic: review assessment</u></p>
<b>History</b>	<p><u>Ancient Greece Chronology</u> Ordering events into chronological order, using a wide range of dates</p>	<p><u>History of Ancient Greece</u> Looking at key figures within Greek history and why they are remembered</p>	<p><u>Art and culture in Ancient Greece</u> Studying primary and secondary resources and making comparisons</p>	<p><u>Ancient Greek artefacts</u> Studying primary and secondary resources and making comparisons</p>	<p><u>What impact did the Ancient Greeks have on modern day.</u> How would life be different without their inventions?</p>	<p><u>What impact did the Ancient Greeks have on modern day.</u> How would life be different without their inventions?</p>
<b>Geography</b>						
<b>Art &amp; Design</b>						

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<b>DT</b>	To design a healthy meal for a family of 4. To think about ingredients, method and whether it meets the success criteria. The budget is £5.	To write an action plan, ingredients list (including measurements) and method for proposed meal for a family of 4.	To shop for the meal using the £5 budget.	To create a healthy meal for a family of 4, following the ingredients list, measurements and method.	To evaluate the products and review each others.	Engineering: Competitive team challenge. Creating a spaghetti bridge to hold up to 1kg of weight.
<b>Music</b>	Listening - Stand by Be - chord recognition	Introduction to Strumming Patterns. - Stand by Me	Singing Melody and Playing an Accompaniment - Stand by Me	Up-Stroke for Strumming - $\frac{3}{4}$ time. My Bonnie Lies Over the Ocean	Explaining Major and Minor Chords - What notes are involved	Explaining 7th chords - what notes are involved.
<b>PSHE</b> <u>Healthy Me</u>	<p><u>Food</u></p> <p>I know the impact of food on the body I am motivated to give my body the best combination of food for my physical and emotional health</p> <p><i>Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.</i></p>	<p><u>Drugs</u></p> <p>I know about different types of drugs, their uses and effects on the body, particularly liver and heart I am motivated to find ways to be happy and cope with life's situations</p> <p><i>Article 24 (Health and health services): Children have the right to good quality health care - the best health care possible - to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.</i></p>	<p><u>Alcohol</u></p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p><u>Emergency Aid</u></p> <p>I know and can put into practice basic emergency aid procedures I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen</p>	<p><u>Emotional and Mental</u></p> <p>I understand what it means to be emotionally well and explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this</p>	<p><u>Managing Stress</u></p> <p>I can recognise when I feel stressed and the triggers that cause this I can use strategies to manage stress and pressure</p>
<b>RE</b> <u>Easter and Christianity</u>	What do people know about the Easter story and where do their ideas come from?	How do artists show the themes of Jesus' death and resurrection from the gospels?	What other stories explore Easter themes?	Is Easter the end of the story?	What difference does the Easter story make?	Assessment of Christianity and Easter learning
<b>Spanish</b>	<p><b>Theme; Sport / deportes</b></p> <p><b>New Target Language:</b> - Sport Vocabulary</p> <p><b>Core story:</b> Willy the Wizard by Anthony Browne / Willy el genio</p> <p>-Phonetics focus: /rr/</p>	<p><b>New Target Language:</b> Do you like? plus sport vocabulary Eg. Te gusta el futbol? -Reply: I like / I don't like Me gusta el futbol/ no me gusta...</p> <p>Phonetics focus: /ch/</p>	<p><b>New Target Language:</b> - When do you play...? Cuando juegas...?</p> <p>-Days of the week Combine with sport Eg. El lunes juego el tenis</p> <p>Phonetics focus: /l/</p>	<p><b>New Target language;</b> Maths /Number focus: -Counting in 10s to 100 diez a cien add /take away/ times / divide mas / menos por / entre Phonetics focus: /s/</p>	<p><b>Writing task:</b></p> <p>Language Passport 4 combining Target language from this half term</p>	<p><b>Culture focus:</b></p> <p>Famous Spanish football teams: FC Barcelona</p> <p>Including a selection of emotion adjectives eg. sensacional</p>
<b>Computing</b>	<p><u>Micro:bit Lesson 1</u></p> <p>Students can identify components of the micro:bit</p>	<p><u>Micro:bit Lesson 2</u></p> <p>Students can display their own design on the display,</p>	<p><u>Micro:bit Lesson 3</u> <u>Smiley Buttons</u></p>	<p><u>Micro:bit Lesson 4</u> <u>Rock Paper Scissors</u></p>	<p><u>Micro:bit Lesson 5</u> <u>Guess the number</u></p>	<p><u>Micro:bit Lesson 6</u> <u>Answering Machine</u></p>

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	<p>Students can stay safe when using the micro:bit</p> <p>Students can upload a program to the micro:bit</p> <p>Students will learn to scroll messages, use forever loops, clear the display, display their own design on the display and implement a pause between events.</p>	<p>they will trigger events based on button presses.</p> <p>Students will clear the display and implement a pause between events.</p>	<p>Students will understand data can be transferred between micro:bits using 'packets' of data. They will create a forever loop sending a pack of data to a second micro:bit.</p> <p><a href="https://microbit.org/en/2017-03-07-smiley-buttons/#">https://microbit.org/en/2017-03-07-smiley-buttons/#</a> MakeCode Editor.</p>	<p>Students will create a randomly generated variable. They will use the IF...THEN...ELSE statements and use the score system.</p> <p><a href="https://microbit.org/en/2017-03-07-rock-paper-scissors/">https://microbit.org/en/2017-03-07-rock-paper-scissors/</a> MakeCode Editor.</p>	<p>Students will learn to use variables, user inputs and random numbers. When the button is pressed a random number between a given range is shown.</p> <p><a href="https://microbit.org/en/2017-03-07-guess-the-number/">https://microbit.org/en/2017-03-07-guess-the-number/</a> MakeCode Editor.</p>	<p>Students will focus on a basic written algorithm. Students will develop their own program and will test it on a microbit .</p> <p><a href="https://microbit.org/en/2017-03-07-answering-machine/">https://microbit.org/en/2017-03-07-answering-machine/</a> MakeCode Editor.</p>
<p><b>Science</b></p> <p><b><u>Evolution</u></b></p>	<p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>To explore specific examples of adaptation and evolution.</p>	<p>To be introduced to the idea that characteristics are passed from parents to their offspring.</p>	<p>To explore passing characteristics from parents, considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.</p>	<p>To find out about the work of paleontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>	<p>To find out about the work of paleontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>
<p><b>PE</b></p>	<p><u>Outdoor</u></p> <ol style="list-style-type: none"> <li>To be able to dribble using a hockey stick</li> <li>To understand dribbling</li> </ol>	<p><u>Outdoor</u></p> <ol style="list-style-type: none"> <li>To be able to accurately pass a ball with a hockey stick</li> <li>To understand when is best to pass the ball</li> </ol>	<p><u>Outdoor</u></p> <ol style="list-style-type: none"> <li>To be able to accurately pass a ball with a hockey stick</li> <li>To understand when is best to pass the ball</li> </ol>	<p><u>Outdoor</u></p> <ol style="list-style-type: none"> <li>To be able to pass the ball whilst moving</li> <li>To be able to shoot</li> </ol>	<p><u>Outdoor</u></p> <ol style="list-style-type: none"> <li>To be able to pass the ball whilst moving</li> <li>To be able to shoot</li> </ol>	<p><u>Outdoor</u></p> <ol style="list-style-type: none"> <li>To evaluate own skills and create drills to work on developing weaknesses</li> <li>To understand tactics in hockey</li> </ol>