



## Medium Term Plan Year: 6 Term: 2

### Maths

<p><b>Week 1 - Fractions</b> -understand equivalent fractions</p> <ul style="list-style-type: none"> <li>- understand Equivalent fractions and simplifying</li> <li>- understand Equivalent fractions on a number line</li> <li>- Compare and order Fractions by denominator.</li> <li>- To compare and order fractions by numerator</li> </ul>	<p><b>Week 2 - Fractions</b></p> <ul style="list-style-type: none"> <li>-Converting mixed number and improper fractions</li> <li>- add and subtract simple fractions.</li> <li>- add and subtract any two fractions.</li> <li>- add and subtract mixed number</li> <li>- to solve multistep problems.</li> </ul>	<p><b>Week 3 - Fractions</b></p> <ul style="list-style-type: none"> <li>- multiply fractions by integers</li> <li>- multiply fractions by fractions</li> <li>- divide fractions by integers</li> <li>- to solve mixed questions with fractions.</li> <li>- to be able to work out fractions of amounts.</li> </ul>	<p><b>Week 4 - Fractions</b></p> <ul style="list-style-type: none"> <li>- find the whole from a fraction of an amount.</li> <li>- metric amounts</li> <li>- convert metric measures</li> <li>- to calculate with metric measures</li> <li>- to convert between miles and kilometres</li> </ul>	<p><b>Week 5 - Ratio</b></p> <ul style="list-style-type: none"> <li>- to convert between Imperial measures and metric measures.</li> <li>- understand if we add or multiply numbers when expressed as a ratio.</li> <li>- understand ratio language.</li> <li>- recognise the symbol for ratio</li> <li>- explore the relationship between ratio and fractions</li> </ul>	<p><b>Week 6 - Ratio</b></p> <ul style="list-style-type: none"> <li>- use ratio to scale a drawing</li> <li>- understand the relationship between scale factors and ratio.</li> <li>-understand similar shapes and to use ratio to work out a missing side.</li> <li>- understand proportion</li> <li>- be able to adjust recipes using proportion.</li> </ul>
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### English Writing

Narrative unit (Setting Description)		Non-fiction unit (Newspaper Article)			
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- Justify opinions using a range of multi-clause sentence structures</li> <li>- Make inferences to describe a character</li> <li>- Identify personification and simile</li> <li>- Create figurative phrases</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- Use figurative language to describe</li> <li>- Edit</li> <li>- Present</li> <li>- Illustrate</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- Identify an author's intention</li> <li>- Use correct punctuation with dialogue</li> <li>- Use modal verbs</li> <li>- To use repetition for effect</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- To use adverbs of possibility and frequency</li> <li>- Identify the subject and object of a sentence</li> <li>- Write a passive sentence</li> <li>- Explore the emotions of a character</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- Summarise events</li> <li>- Identify features of a newspaper report</li> <li>- Use adverbial phrases (<i>Write introduction of newspaper article</i>)</li> <li>- Use appropriate tense (<i>Main body of newspaper article</i>)</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- Use the passive voice (<i>Main body of newspaper article</i>)</li> <li>- Use direct quotes (<i>Write conclusion of newspaper article</i>)</li> <li>- Edit</li> <li>- Present</li> </ul>

### English Reading - VIPERS

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Evaluate how the authors' use of language impacts upon the reader</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>- Discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> </ul>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- Support predictions by using relevant evidence from the text</li> </ul>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>- Skim and scan, and also use the skill of reading before and after to retrieve information</li> </ul>	<p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>- Make comparisons across different books</li> </ul>
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Art - Lino printing (Henri Matisse)	Geography - Chile (South American Study)	Science - Living Things (Classifying)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- know that Henri Matisse was an artist known for creating works in different mediums, including block printing</li> <li>-know that lino or block printing is a traditional relief printmaking method</li> <li>-know the stages involved in lino printing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Explore the work of an artist in history</li> <li>-Use sketchbooks to collect and record visual information</li> <li>-Describe printmaking techniques and processes</li> <li>-Use a sketchbook to plan, collect and develop ideas</li> <li>-Annotate work in a sketchbook</li> <li>-Confidently and independently use equipment and media correctly and be able to produce a clean printed image</li> <li>-Confidently use tools in a safe and appropriate way</li> <li>-Discuss and review their own work, expressing thoughts and feelings explaining their views</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-block/linoleum</li> <li>- carve/gouge</li> <li>-relief</li> <li>-printing ink/cutting tool with blades/roller</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- explore printing with a range of hard and soft materials e.g. cork, pen barrels, sponge, polystyrene</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>-Who was Henri Matisse and what mediums did he use to create his artworks?</li> <li>-what stages are involved in the lino printing process?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that Chile is a country in South America and know which countries border it (Argentina, Bolivia, Peru)</li> <li>- Know the definition of a climate zone, biome and vegetation belt and name different types</li> <li>- Know that Chile has multiple climate zones, biomes and vegetation belts, name and locate them on a map</li> <li>- Know key aspects of the physical Geography of Chile (climate zones, biomes, vegetation belts and rivers)</li> <li>- 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)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Locate Chile and South America on maps, atlases and globes</li> <li>- Identify and compare a range of climate zones, biomes and vegetation belts using climate maps</li> <li>-Identify and describe key aspects of physical geography (climate zones, biomes, vegetation belts and rivers)</li> <li>-Identify and describe key aspects of human geography (economic activity including trade links, the distribution of natural resources - including energy, food and water)</li> <li>- Compare key aspects of human and physical geography in the UK and Chile</li> </ul> <p><b>Vocabulary</b></p> <p>Biomes (rainforest, desert, savannah, woodlands, grassland, tundra), Climate zones (tropical, dry, temperate, continental, polar), vegetation belts (forest, grassland, tundra, desert, ice sheet)</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the London Boroughs adjacent to Lambeth?</li> <li>- What are the 8 compass points?</li> <li>- Can you use 4-figure grid references to locate a land use in Lambeth?</li> <li>- What do you know about the different uses of land within Lambeth?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What continent is Chile part of? Can you find it on a map? What countries border it?</li> <li>- Can you identify and define different categories of climate zones, biomes and vegetation belts?</li> <li>- Can you describe some similarities and differences between the human and physical geography of Chile and the UK?</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know some of the ways that animals can be classified according to common observable characteristics, similarities and differences</li> <li>- Know some of the ways that plants can be classified according to common observable characteristics, similarities and differences</li> <li>- Know some of the ways that microorganisms can be classified according to common observable characteristics, similarities and differences</li> <li>- Know some scientific reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <ul style="list-style-type: none"> <li>- <b>Classifying: To present results</b></li> <li>- Create branching databases (tree diagrams) and keys to enable others to name living things and objects</li> <li>- <b>Classifying: To evaluate an enquiry</b></li> <li>-Be able to explain using evidence that the branching database or classification key will only work for the living things or materials it was created for</li> <li>- <b>Researching: To present results</b></li> <li>-Present what they learnt in a range of ways e.g. different graphic organisers, models, songs, stories, PPT</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- classification, classification key, vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers</li> </ul> <p><b>Learning Revisited (Year 5)</b></p> <ul style="list-style-type: none"> <li>- Can you explain the lifecycle of a common mammal/amphibian/insect/bird?</li> <li>- Can you explain differences between these lifecycles?</li> <li>- Can you explain the processes of reproduction for these animals?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you explain some common observable characteristics which can be used to classify animals, plants and microorganisms?</li> <li>- Can you explain some of the reasons scientists have for classifying plants and animals based on specific characteristics?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Creating Media: Webpages</b></p> <ul style="list-style-type: none"> <li>- To know what makes a good website.</li> <li>- To plan the features of a web page.</li> <li>- To consider the ownership and use of images (copyright).</li> <li>- To recognise the need to preview pages.</li> <li>- To outline the need for a navigation path.</li> <li>- To recognise the implications of linking to content owned by other people.</li> </ul>	<p><b>Time and Routines</b></p> <ul style="list-style-type: none"> <li>- know how to tell the time (half past, quarter past)</li> <li>- know how to tell the time ( minutes past hour)</li> <li>- know how to tell the time ( minutes to the hour)</li> <li>- know daily routines</li> <li>- be able to make comparisons using adjectives)</li> <li>- be able to describe hobbies and subjects</li> </ul>	<p><b>Singing: Jazz</b></p> <ul style="list-style-type: none"> <li>- listen and appraise</li> <li>- describe the style indicators of the song/music how to</li> <li>-know how to improvise</li> <li>- describe the structure of the song.</li> <li>- identify instrument and voices they can hear</li> <li>- talk about the musical dimensions used in the songs</li> </ul>	<p><b>Gymnastics: Movement</b></p> <ul style="list-style-type: none"> <li>- Jumps and Leaps</li> <li>- Rolls</li> <li>- Vaulting</li> <li>- Cartwheels and Round-Offs</li> <li>- Linking Movements</li> <li>- Performance</li> </ul>
PSHE	Religious Education	Handwriting	Phonics/Word Study
<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- To recognise that growing and changing (and puberty) is part of being human.</li> <li>- To identify key changes to male and female bodies during puberty.</li> <li>- To understand and have a range of strategies to cope with emotional changes during puberty.</li> <li>- To recognise different forms of healthy loving relationships, marriage and civil partnerships.</li> <li>- To know that sex can be part of a loving relationship; to know the law and understand respect and consent.</li> <li>- To understand the process of human reproduction.</li> </ul>	<p><b>Christianity: Leading a Christian Life</b></p> <ul style="list-style-type: none"> <li>- Understand who Jesus is.</li> <li>- Understand What Jesus' teachings are.</li> <li>- Understand how Christians follow Jesus and His teachings in their daily lives.</li> <li>- Understand how Christians demonstrate their commitment to and belief in the special presence of God during significant life events (e.g. weddings).</li> <li>- Understand how Christian values guide the actions of the charitable organisation, Christian Aid.</li> <li>- Consider the challenges of living a Christian life today. (<i>Discussion session with a local Christian to share how their life is led by faith.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Use looping from b</li> <li>- Use joining from v, w, x and z,</li> <li>- Use handwriting for different purposes: abbreviations</li> <li>- Using spacing between words</li> </ul>	<ul style="list-style-type: none"> <li>- Recap of suffixes</li> <li>- /sh/ spelt ti or ci</li> <li>- /sh/ spelt si or ssi</li> <li>- Silent letters</li> <li>- ei / ie</li> <li>- ible and able</li> </ul>
<b>Story time texts</b>	<b>Poetry:</b> New and Collected Poems for Children - Carol Ann Duffy		
<b>Texts for writing</b>	The Last Bear - Hannah Gold		