



Medium Term Plan Year: 6 Term: 1

Maths

Week 1 - understand numbers to 1,000,000 - understand numbers to 10,000,000 - read and write numbers to 10,000,000 - understand powers of 10 - understand number line to 10,000,000	Week 2 - compare and order any integers - round any integer - round any integer - understand negative numbers - understand negative numbers	Week 3 - add and subtract integers - understand Common factors - understand Common multiples - rules of divisibility - understand Primes to 100	Week 4 - understand Square and cube numbers - multiply up to a 4-digit number by a 2-digit number - solve problems with multiplication - division using factors - introduction to long division	Week 5 - use long division with remainders - solve problems with division - solve multi-step problems - order of operations - mental calculations and estimation	Week 6 - reason from known facts
---	---	---	---	--	--

English Writing

Narrative unit (Fantasy Narrative)			Non-fiction unit (Biography)		
Week 1 <i>(Eye witness report)</i> - create expanded noun phrases. - use direct and indirect speech - Write a recount - Edit and publish work	Week 2 <i>(Building Atmosphere)</i> - understand structure and common features of a Fairytale - identify and use metaphor and similes - understand and use personification - use specific vocabulary to convey meaning	Week 3: Independent Application of Skills 1. Plan 2. Write 3. Edit 4. Publish During this week children will work through the writing cycle from planning to publishing their big write.	Week 4 <i>(Developing Meaning and Cohesion)</i> - use adverbial phrases (to link between paragraphs). - use fronted adverbials (to clarify writer's position) - use modal verbs to show probability. - use a formal tone consistently throughout a piece of writing.	Week 5 <i>(Adding detail to Paragraph)</i> - use complex noun phrases - use active and passive voice in text. - use semicolons to make boundaries between a main and subordinating clause. - use modifiers to intensify or qualify(e.g. insignificant amount, exceptionally)	Week 6: Independent Application of Skills 1.Plan 2.Write 3.Edit 4.Publish During this week children will work through the writing cycle from planning to publishing their big write.

English Reading - VIPERS

Vocabulary - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Inference - infer characters' feelings and provide reasoning.	Prediction - predict what might happen from the front cover and blurb of a book, or what they have read so far.	Explanation - provide reasoned justifications for their views	Retrieval - use skimming and scanning skills to retrieve relevant information from a text.	Summarise - summarise the main ideas drawn from more than one paragraph.
--	---	---	---	--	--

Art/Design Technology	Computing	French (MFL)	History	Music	Physical Education
<p>Painting/mixed media: Stencil Street Art</p> <ul style="list-style-type: none"> - explore a great artist in history. - record visual information from different sources. - create a design using innovative ideas. - follow and refine a design. - work in a safe, organised way, caring for equipment. - evaluate ideas and finished product against a specification, stating if it's fit for purpose 	<p>Computing systems and networks -Communication and collaboration</p> <ul style="list-style-type: none"> - explain the importance of internet addresses - recognise how data is transferred across the internet - explain how sharing information online can help people to work together - evaluate different ways of working together online - recognise how we communicate using technology - evaluate different methods of online communication 	<p>Telling the time and daily routines</p> <ul style="list-style-type: none"> - use the conjugation of être and avoir and become more confident in using all parts of these irregular verbs. - ask questions in different ways using intonation - ask and tell the time on the hour, quarter past and half past. - tell the time using minutes past the hour. - understand children's daily routine in another culture. 	<p>Nelson Mandela</p> <ul style="list-style-type: none"> - place features of historical events and people from past societies and periods in a chronological framework. - find out about beliefs, behaviour and characteristics of people. - know key dates, characters and events of time studied. - select aspects of study to make a display, using a variety of ways to communicate knowledge. - understand terms relating to different types of history (e.g. cultural, economic, political, religious, social.) 	<p>Singing</p> <ul style="list-style-type: none"> - sing in unison - sing backing vocals - demonstrate a good singing posture - follow a leader when singing - experience rapping and solo singing - listen to each other and be aware of how you fit into the group - sing with awareness of being 'in tune' 	<p>Athletics</p> <ul style="list-style-type: none"> - practise and refine fundamental movement skills needed for athletics - work as a team to competitively perform a sprint relay. - control running pace over a range of distances. - refine hurdling techniques. - to practise and refine jumping techniques. - to throw for distance using a heave throw technique
PSHE	Religious Education	Science	Word Study	Handwriting	
<p>Safe Relationships</p> <ul style="list-style-type: none"> - distinguish between healthy and unhealthy friendships - recognise different forms of peer pressure - identify strategies for resisting peer pressure - understand different forms of on-line peer pressure - know how and why to make positive choices and friendships online 	<p>Buddhism</p> <ul style="list-style-type: none"> - understand the importance of a temple or a Buddhist centre - understand why Buddhists have images of the Buddha - recognise which places have special meaning to Buddhists - explain the importance of Vaisakha Puja or Vesak / Wesak to Buddhists - consider what Buddhists gain from visiting their special places - explain how Buddhists try to live a good life 	<p>Electricity, Comparative testing and fair testing</p> <ul style="list-style-type: none"> - understand what a simple circuit is and what components they need to work - use recognised symbols when representing a simple circuit in a diagram. - compare and give reasons for variations in how components function - plan a fair test by deciding what to change and what to measure or observe. - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - make observations linked to answering the question - prepare their own tables to record data. - draw conclusions by writing explanations and findings. - evaluate an enquiry by suggesting improvements e.g. <i>to methods of taking measurements. Suggest new questions arising from the investigation.</i> 	<ul style="list-style-type: none"> - add suffixes where the root word does not change - add suffixes -ing, -ed, -er, -est and y to words ending in e, with a consonant before it - add suffixes -ment, -ness, -ful, -less and -ly 	<ul style="list-style-type: none"> - use a crossbar join from t: th, ti, tr, ta, tt - use a looping from g: gl, gi, gr, ga, gg - use a looping from j and y: je jo, ye, yr, yo - use a looping join from f - use different joins to s - use a looping join from b - use joining from v, w, x and z - using Handwriting for different purposes (abbreviations) 	
Story time texts	<i>House with Chicken Legs - Sophie Anderson</i>				
Texts for writing	<i>Chalk - Bill Thompson / Nelson Mandela, Long Walk to Freedom: Illustrated Children's edition - Chris Van Wy</i>				