Medium Term Plan Year: Term: 6					
Maths					
Week 1 - Time - ***Measurement*** - use am and pm to describe times - understand years, months and days - understand days and hours - calculate durations of time in hours and minutes (use start and end times)	**Week 2 - Time -** ***Measurement*** - use durations to calculate times in hours and minutes. - understand minutes and seconds - understand units of time - solve problems with time	**Week 3 - Shape -** ***Geometry*** - understand the relationship between turns and angles - identify right angles - compare angles - measure and draw straight lines accurately - recognise and draw horizontal and vertical lines	**Week 4 - Shape -** ***Geometry*** - find and identify parallel and perpendicular lines - recognise and describe 2-D shapes - draw polygons - recognise and describe 3-D shapes - make 3-D shapes	**Week 5 - Statistics** - interpret pictograms - draw pictograms - interpret bar charts	**Week 6 - Statistics** - draw bar charts - collect and represent data - interpret information from two-way tables
English Writing					
Narrative (Innovate)			**Non-fiction-Biography**		
Week 1 **- identify common and abstract nouns** **- use expanded noun phrases** **- use adverbs** - use imperative verbs	**Week 2** - plan - use expanded noun phrases (describe a setting) - use past tense (throughout the extended writing) - plan dialogue - punctuate dialogue correctly	**Week 3** - use expanded noun phrases and past tense (describe characters' feelings) x3 - edit & present	**Week 4** - use comparatives and superlatives - explore present perfect tense - use synonyms and antonyms	**Week 5** - develop subject specific vocabulary - identify features of a biography - research - plan	**Week 6** - use conjunctions - use varied sentence structures - edit - publish
English Reading - VIPERS					

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- identify how language choices help build meaning.	- justify inferences by referencing a specific point in the text.	- make multiple predictions about what might happen next using evidence from the text.	- discuss preferences and explain views.	- retrieve information from a non-fiction text.	
Science: - Forces, Magnets, Plants continued & Biodiversity (sustainability)					
Week 1 -explore forces (step 1) **Knowledge**: -Compare how things move on different surfaces. **Working Scientifically:** -Identify differences, similarities or changes related to simple scientific ideas and processes. **Vocabulary:** push, pull, force, contact force	**Week 2** -explore friction (step 2) -plan - friction experiment (step 3) **Knowledge**: -Compare how things move on different surfaces. **Working Scientifically:** -Use straightforward scientific evidence to answer questions or to support their findings. (step 2) -Set up simple practical enquiries, comparative and fair tests. (step 3) **Vocabulary:** force, friction, contact force, smooth, rough (step 2) independent variable, dependant variable, controlled variable (step 3)	**Week 3** -investigate - friction experiment (step 4) **Knowledge**: -Compare how things move on different surfaces. **Working Scientifically:** -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **Vocabulary:** force, friction, contact force, data, prediction	**Week 4** -explore magnets (step 1) -explore magnets and magnetic materials (step 2) **Knowledge**: -Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. (step 1) -Compare and group together a variety of everyday materials, and identify some magnetic materials. (step 2) **Vocabulary:** magnet, magnetic, poles, iron, magnetic force (step 1) magnet, metal, non-metal, attract, magnetic (step 2)	**Week 5** -investigate metals (step 3) -explore magnetic poles (step 4) **Knowledge**: -Observe how magnets attract or repel each other and attract some materials and not others. (step 3) -Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. (step 4) **Vocabulary:** magnet, metal, iron, steel, aluminium (step 3) Poles, magnetic, magnet, attract, repel (step 4)	**Week 6** -explore findings - Plant growth. (step 1 - Linked to plants in term 5, Lesson 2) **Knowledge**: -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. **Working Scientifically:** -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Vocabulary:** soil, seed, measure, data
Art and Design					

Week 1 **Knowledge objective:** **(these do not need to be recorded by children or on slides)** WALT: know that mosaics are an artform which have been used in different times, can be created in different styles, that the Ancient Romans created mosaics and that Gaudi was an artist who used mosaics in a style known as trencadis **Skill objective:** WALT: Explore the work of artists and craft makers from other cultures and other periods of time **Vocabulary:** Mosaic, tiles, pattern, repetition, symmetry, trencadis	**Week 2** **Knowledge objective:** **Skill objective:** WALT: Use a sketchbook to make plans, record experimentations as well as try out ideas and plan colours. **Vocabulary:** Mosaic, tiles, pattern, repetition, symmetry	**Week 3** **Knowledge objective:** **Skill objective:** WALT: Use equipment and media responsibly with confidence. **Vocabulary:** Mosaic, tiles, pattern, repetition, symmetry	**Week 4** **Knowledge objective:** **Skill objective:** WALT: Use equipment and media responsibly with confidence. WALT: join two parts successfully and to secure work to continue at a later date. **Vocabulary:** Mosaic, tiles, adhesive, grout	**Week 5** **Knowledge objective:** **Skill objective:** WALT: Use equipment and media responsibly with confidence. **Vocabulary:** Mosaic, tiles, adhesive, grout	**Week 6** **Knowledge objective:** **Skill objective:** WALT: Evaluate our work, reflecting on what went well and what could be improved **Vocabulary:** Mosaic, tiles, adhesive, grout, pattern, repetition, symmetry
Geography: Rivers					
Week 1 **Skill objective:** Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. **Vocabulary:** channel, upper course, middle course, lower course, source ***WALT: Describe the key features of a river system.***	**Week 2** **Skill objective:** Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. Understand and describe key physical features of a river. **Vocabulary:** delta, estuary, floodplain ***WALT: Describe processes happening in a river and the landforms they create.***	**Week 3** **Skill objective:** Name and locate key topographical features of rivers. **Vocabulary:** meander, mouth, tributaries ***WALT: Describe the impact of a river's course.***	**Week 4** **Knowledge Objective:** Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. **Skill objective:** Name and locate key topographical features of rivers of the UK and understand how some of these aspects have changed over time. **Vocabulary:** River Thames and locational language ***WALT: Locate different rivers in the UK and describe the features found along the River Thames.***	**Week 5** **Knowledge Objective:** Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. **Vocabulary:** River Thames and locational language ***WALT: Explore the relationship between rivers and migration.***	**Week 6** **Knowledge objective:** Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. Name some of the world's most famous rivers. **Skill objective:** Locate some of the world's most famous rivers on maps. **Vocabulary:** Selected world rivers ***WALT: Locate some of the world's rivers and describe a journey.***

Computing	French (MFL)	Music	Physical Education
Programming - Events and actions in programs - explain how a sprite moves in an existing project - create a program to move a sprite in four directions - adapt a program to a new context - develop my program by adding features - identify and fix bugs in a program - design and create a maze-based challenge	**Numbers, Phonemes 'on' & r, days of the week, Paris** - Revise numbers 1-10 and learn numbers 11-15. - Learn the days of the week - Learn how to pronounce the **r** phoneme correctly - Use key language to give extended sentences including animals, days of the week and numbers. - Giving opinions, preferences and requests	**Playing an instrument** - Hold the djembe correctly and play simple unison rhythms - Hold a recorder correctly and play music - Play simple patterns on the glockenspiel using one beater - Maintain own part within an ensemble performance (3 different parts) - Identify features of the music they engage with - Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music - Make simple judgements about the success of performances and peers and give simple constructive feedback.	**Tennis** - use the ready position to return a ball. - hit the ball to different parts of the court using a forehand hit. - perform an underarm serve to start a rally. - move towards a ball to return it over the net. - play cooperatively with a partner to keep the ball moving over the net. - perform forehand hits to score points in a competition.
PSHE	**Religious Education**	**Times tables**	**Handwriting**
Health and Wellbeing: Keeping Safe -know how to identify typical hazards at home and in school and how to predict, assess and manage risk -understand the importance of following safety rules from parents and other adults **Living in the wider world: Money and Work** - know some of the different jobs people do and some of the skills needed in the workplace (punctuality, teamwork) -identify and challenge misconceptions and gender stereotypes about work eg. women in STEM, men in nursing. -recognise their own interests, skills and achievements and begin to think about how these might link to future jobs **Health and Wellbeing: Keeping Safe** -recognise how to keep themselves safe in the local environment and in unfamiliar	**Judaism: Abraham** Walt: Understand the importance of Abraham to people of the Jewish faith Walt: Investigate the laws, rules and stories that are within the sacred text of Judaism Walt:Know how the Jewish sacred book, (The Torah) is respected and how it helps Jewish people to understand what being Jewish means	**3 times table -** Number sense - Times Tables Fluency Programme	Revision: horizontal join from r to an anticlockwise letter: rs; break letters; capital letters.

places, including road, rail, water and firework safety			
Spelling	Embed Year 2: Silent letters k /n/ and g /n/ at the beginning of words Introduce: The /i/ sound spelt y elsewhere than at the end of words Reinforce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce : Adding prefix: dis-, mis-, in-, il-, imIntroduce: Adding prefix: ir-, reIntroduce: New additional homophones/ near homophones Reinforce: Possessive apostrophe -s (with plural words) Reinforce: Possessive apostrophe -s (when the plural of a word changes)		
Story time texts	The Nonsense Limericks - Edward Lear		
Texts for writing	The Last Garden		