



## Medium Term Plan Year: Term: 6

### Maths

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| <b>Week 1 - Decimals - Number</b><br>- +/- decimals across 1<br>- +/- decimals with the same number of decimal places<br>- +/- decimals with different numbers of decimal places<br>- understand decimal sequences | <b>Week 2 NTS Assessment Papers 1, 2 and 3</b> (also <i>Shakespeare Project Performance week</i> )<br>- apply efficient strategies for adding and subtracting decimals<br><b>Week 3- Decimals - Number</b><br>- multiply and divide by 10, 100 and 1,000<br>- multiply and divide decimals (missing values)<br><b>- Negative numbers - Number</b><br>- understand negative numbers<br>- count through zero in 1s and multiples | <b>Week 4 - Number/Measurement</b><br>- compare and order negative numbers<br>- find the difference<br><b>Converting Units - Measurement</b><br>- convert between grams and kilograms and between metres and kilometres (different units of measure)<br>- convert between millimetres and metres and between millilitres and litres (different units of measure)<br>- convert units of length | <b>Week 5 - Converting Units - Measurement</b><br>- understand imperial and metric units<br>- convert between metric and imperial units<br>- convert units of time | <b>Week 6 - Converting Units - Measurement</b><br>- calculate with timetables<br>- understand cubic centimetres<br>- compare volume | <b>Week 7 - Volume - Measurement</b><br>- estimate volume<br>- estimate capacity |
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### English Writing

| Narrative unit (Settings)                                                                                                                   |                                                                                      |                                                                                                                                               | Non-fiction unit (Poetry)                                                                                                  |                                                                                                                    |                                                                                                                        |
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| <b>Week 1</b><br>- identify features of a balanced argument.<br>- use bullet points.<br>- plan.<br>- use causal conjunctions and adverbials | <b>Week 2</b><br>- use formal tone.<br>- edit.<br>- use prefixes.<br>- use suffixes. | <b>Week 3</b><br>- infer.<br>- use past tense consistently.<br>- explore different perspectives.<br>- identify features of free verse poetry. | <b>Week 4</b><br>- plan.<br>- use features of free verse poetry.<br>- edit and present.<br>- perform your own composition. | <b>Week 5</b><br>- understand a character.<br>- summarise.<br>- use varied vocabulary.<br>- use adverbial phrases. | <b>Week 6</b><br>- use expanded noun phrases.<br>- recount a narrative.<br>- use parentheses.<br>- review a narrative. |

### English Reading - VIPERS

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| Vocabulary | Inference | Prediction | Explanation | Retrieval | Sequence/Summarise |
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| - use a thesaurus to find synonyms for a variety of words and re-write passages using these alternative word choices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | - draw evidence from more than one place across a text to support inferences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | - draw on experiences of similar texts to make and provide evidence for predictions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | - recommend books to peers in detail.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | - retrieve, record and present information from non-fiction texts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Science:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Week 1</b><br><b>Lesson 1:</b><br>-explore filtering and sieving (step 2)<br><br><b>Knowledge:</b><br>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.<br><br><b>Working Scientifically:</b><br>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.<br><br><b>Vocabulary:</b><br>sieve, filter paper, mixture, insoluble, filtering, funnel<br><br>Record cloning cutting data from last term (2 week measurements) | <b>Week 2</b><br><b>Lesson 2:</b><br>-explore solutions and evaporating (step 3)<br><br>-investigate reversible changes (step 4)<br><br><b>Knowledge:</b><br>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. (step 3)<br><br>-Demonstrate that dissolving, mixing and changes of state are reversible changes. (step 4)<br><br><b>Working Scientifically:</b><br>-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate. (step 3)<br><br>-Use relevant scientific language & illustrations to discuss, communicate and justify their scientific ideas | <b>Week 3</b><br><b>Lesson 3:</b><br>-explore irreversible changes - burning (step 5)<br><br><b>Knowledge:</b><br>-Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda.<br><br><b>Working Scientifically:</b><br>-Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).<br><br><b>Vocabulary:</b><br>chemical reaction, irreversible change, reversible change, burning, heating<br><br>Record cloning cutting data from last term (4 week measurements) | <b>Week 4</b><br><b>Lesson 4:</b><br>-explore irreversible changes - acid (step 6)<br><br><b>Knowledge:</b><br>-Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda.<br><br><b>Working Scientifically:</b><br>-Identify scientific evidence that has been used to support or refute ideas or arguments.<br><br><b>Vocabulary:</b><br>irreversible change, chemical reaction, vinegar, bicarbonate of soda | <b>Week 5</b><br><b>Lesson 5:</b><br>-investigate findings -clone plants investigation (step 1)<br><br>-interpret data-clone plants investigation (step 2)<br><br><b>Knowledge:</b><br>Describe the life process of reproduction in some plants and animals.<br><br><b>Working Scientifically:</b><br>Using test results to make predictions to set up further comparative and fair tests.<br><br><b>Vocabulary:</b><br>asexual reproduction, cutting, parent plant, data (step 1)<br><br>asexual reproduction, line graph, parent plant, prediction (step 2) | <b>Week 6</b><br><b>Lesson 6:</b><br>-investigate plastic pollution (sustainability - step 1)<br><br>-explore the impacts of plastic pollution on the planet (sustainability - step 2)<br><br><b>Knowledge:</b><br>What is plastic pollution and what are the impacts of plastic pollution on planet Earth? (sustainability question)<br><br><b>Working Scientifically:</b><br>-Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1)<br><br>-Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. (step 2)<br><br><b>Vocabulary:</b> |

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|  | (non-statutory - step 4)<br><br><b>Vocabulary:</b><br>solution, dissolve, soluble,<br>insoluble, evaporation<br><br>mixture, states of matter,<br>dissolve, reversible change,<br>reverse |  |  |  | plastic, habitat, plastic<br>pollution, landfill, pollution<br>microplastics |
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### Design and Technology: Free standing structures/ marble run

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| <b>Week 1</b><br>Finishing previous terms unit<br>(carried over from 5 week<br>Summer 1 term) | <b>Week 2</b><br><b>Knowledge objective (these do not need to be recorded):</b><br>WALT: Know that a free standing structure must be strong and stable in order to be able to remain upright<br>WALT: Know that a wide base can help stabilise a free standing structure<br><br><b>Skill objective:</b><br>WALT: Evaluate and discuss existing products<br><br><b>Vocabulary:</b><br>Free standing structure<br>Strong and stable<br><br><b>Extra planning lesson added</b> | <b>Week 3</b><br><b>Skill objective:</b> WALT: Explore various attachment/joining techniques to create a bridge<br><br><b>Vocabulary:</b><br>Strong and stable<br>Bridge | <b>Week 4</b><br><b>Skill objective:</b> WALT: Explore various attachment/joining techniques to create a bend<br><br><b>Vocabulary:</b><br>Strong and stable<br>Bend, spiral | <b>Week 5</b><br><b>Skill objective:</b><br>WALT: Produce a logical, realistic plan and explain it to others.<br>WALT: Make design decisions considering resources and clearly explain how the product will work.<br><br><b>Vocabulary:</b><br>- Free standing structure<br>- strong and stable<br>- bridge, bend, spiral | <b>Week 6&amp;7</b><br><b>Knowledge objective (these do not need to be recorded):</b><br>WALT: Know that a free standing structure must be strong and stable in order to be able to remain upright<br>WALT: Know that a wide base can help stabilise a free standing structure<br><br><b>Skill objective:</b><br>WALT: Mainly measure, mark out, cut, assemble, join and combine materials/components<br>WALT: Test and evaluate final product<br><br><b>Vocabulary:</b><br>- Free standing structure<br>- strong and stable<br>- bridge, bend, spiral |
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### Geography: Migration - Why do people come to Britain? (first week finishing History Week 6 Summer Term 1)

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| <b>Week 2</b><br><b>Knowledge objective:</b> Know why people migrate: economic, conflict, hunger. Know why the movement of people across Europe, and beyond (e.g. the old 'British Empire' and Commonwealth countries), after WW2 is linked to economic and environmental factors | <b>Week 3</b><br><b>Knowledge objective:</b> Describe and understand key aspects of human geography, including economic activity - people leave a country to seek opportunities/flee from conflict/persecution.<br><br><b>Skill objective:</b> Select a map for a specific purpose, finding | <b>Week 4</b><br><b>Knowledge objective:</b> Use a variety of maps to locate and describe countries and features studied.<br><br><b>Skill objective:</b> Compare maps with aerial photographs.<br><br><b>Vocabulary:</b> aerial (bird's eye view), scale | <b>Week 5</b><br><b>Knowledge objective:</b> Know that 8 point compass points and 4 figure coordinates can locate specific features on a map of Europe. Identify significant places and environments<br><br><b>Vocabulary:</b> N/S/E/W, | <b>Week 6</b><br><b>Knowledge objective:</b> Use a variety of maps to locate and describe countries and features studied.<br><br><b>Skill objective:</b> Recognise/use OS map symbols.<br><br><b>Vocabulary:</b> OS (Ordnance Survey), symbol/key | <b>Week 7</b><br><b>Skill objective:</b> Collect and record data. Analyse evidence and draw conclusions through comparing.<br><br><b>Vocabulary:</b> data, population, key<br><br><b><u>WALT: Draw a thematic map based on collected data.</u></b> |
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| <b>Vocabulary:</b><br>migration/migrant,<br>immigration/immigrant<br><br><u><b>WALT: Identify factors affecting migration.</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | and recognising places on maps of different scales.<br><br><b>Vocabulary:</b> scale<br><br><u><b>WALT: Select appropriate maps.</b></u>                                                                                                                                                                                                                                                                                                                                       | <u><b>WALT: Compare maps and aerial photographs.</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | NE/SE/NW/SW<br><br><u><b>WALT: Identify locations in Europe using the 8-point compass.</b></u>                                                                                                                                                                                                                                                                                    | <u><b>WALT: Plan a journey using grid references</b></u> |  |
| <b>Computing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>French (MFL)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Physical Education</b>                                                                                                                                                                                                                                                                                                                                                         |                                                          |  |
| Programming – Selection in quizzes<br>- explain how selection is used in computer programs<br>- relate that a conditional statement connects a condition to an outcome<br>- explain how selection directs the flow of a program<br>- design a program which uses selection<br>- create a program which uses selection<br>- evaluate my program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Tenses, revision, assessments,<br><br>- Form the simple future tense.<br>- Revise aller<br>- Revise: sports, sports clothing, the weather, hobbies, pets, dates, school subjects, opinions<br>transport classroom items, prepositions<br>- Assessments                                                                                                                                                                                                                        | Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.<br><u>Listen and Appraise:</u> listen carefully and respectfully to other people's thoughts about the music.<br><u>Games:</u> lead the class by inventing rhythms for them to copy back, copy back two note riffs, questions and answer using two different notes.<br><u>Singing:</u> listen to each other and be aware of how you fit into the group<br><u>Performance:</u> Choose what to perform and create a programme, record a performance and compare it to a previous performance | Basketball<br>- use blocking to stop an opponent from shooting.<br>- perform the front pivot and use it in a game.<br>- use a forward pass and wing play to build an attack as a team.<br>- perform a one-handed push pass under pressure.<br>- create space using the box-out technique to recover rebounds.<br>- catch the ball under pressure into the triple-threat position. |                                                          |  |
| <b>PSHE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Religious Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Spelling</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Handwriting</b>                                                                                                                                                                                                                                                                                                                                                                |                                                          |  |
| Health and wellbeing: Keeping Safe<br>- understand that female genital mutilation (FGM) is against British law' and know what to do and whom to tell if they think they or someone they know might be at risk of FGM<br>- know how to deal with common injuries using basic first aid techniques and how to respond in an emergency, including when and how to contact different emergency services<br>Living in the wider world: Money and Work<br>- identify jobs that they might like to do in the future and know that there is a variety of routes into work e.g. college, apprenticeships, university<br>- recognise the role ambition can play in achieving a future career and what might influence people's decisions about a job or career, including pay, working conditions, personal interests, qualities, family, values<br>- know how or why someone might choose a certain career and recognise the importance of diversity and inclusion to promote people's career opportunities<br>Health and wellbeing: Keeping Safe | Hinduism: Hindu Life<br><br>- Understand the importance of the natural world to those who follow the Hindu faith<br><br>- Identify Hindu beliefs in relation to creation, attitudes to animals and the value of non-violence<br><br>- Understand how does belief about creation lead to vegetarianism and ahimsa<br><br>- Learn that Hindu beliefs have spread throughout the world through travel and migration and the work of high profile peace campaigner Mahatma Gandhi | Embed Year 3: Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure<br>Introduce new: Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t<br>Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)                                                                                                                                                                                                                                                           | Different styles for differing purposes<br><br>Practising sloped writing:<br>- tial, cial<br>- Writing for fluency<br>- Personal style<br>- print alphabet<br>- capitals                                                                                                                                                                                                          |                                                          |  |

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| - differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour and identify when situations are becoming risky, unsafe or an emergency |                                                   |  |  |
| Story time texts                                                                                                                                                                   | Pig Heart Boy - Malorie Blackman                  |  |  |
| Texts for writing                                                                                                                                                                  | The Boy at the Back of the Class - Onjali Q. Rauf |  |  |